

Cambridge Technicals

Health and Social Care Moderated

Level 3 Cambridge Certificate in Health and Social Care **05307**

Level 3 Cambridge Introductory Diploma in Health and Social Care **05309**

Level 3 Cambridge Subsidiary Diploma in Health and Social Care **05312**

Level 3 Cambridge Diploma in Health and Social Care **05315**

Level 3 Cambridge Extended Diploma in Health and Social Care **05318**

OCR Report to Centres September 2018

About this Examiner Report to Centres

This report on the 2018 Summer assessments aims to highlight:

- areas where students were more successful
- main areas where students may need additional support and some reflection
- points of advice for future examinations

It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

The report also includes links and brief information on:

- A reminder of our **post-results services** including **reviews of results**
- Link to **grade boundaries**
- **Further support that you can expect from OCR**, such as our CPD programme

Reviews of results

If any of your students' results are not as expected you may wish to consider one of our Reviews of results services. For full information about the options available visit the [OCR website](#). If University places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications: <http://www.ocr.org.uk/administration/stage-5-post-results-services/enquiries-about-results/service-2-priority-service-2-2a-2b/>

Grade boundaries

Grade boundaries for this, and all other assessments, can be found on the [OCR website](#) .

Further support from OCR



Attend one of our popular CPD courses to hear exam feedback directly from a senior assessors or drop in to an online Q&A session.

<https://www.cpdhub.ocr.org.uk>

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Cambridge Technical in Health and Social Care Level 3

1. Overview:

Cambridge Technical at Level 3 offer students a broad and in-depth foundation for either the modern workplace or further studies.

With 36 Level 3 units, there is a wide choice for students to study. Many centres may continue to teach from the existing Cambridge Technical 2012 suite however, there is no option to mix and match between the 2012 and 2016 specifications within a year group. Some centres are remaining with the 2012 qualification, others are seeing out the 2012 and bringing in the 2016 qualification with new year groups.

There have been no national training events for the 2102 suite this academic year. Advisory visits were replaced in September 2016 with advisory telephone calls and these have proved useful and informative to many centres.

Centres value the face to face visiting moderation system and most have utilised both visits.

2. General Comments

Many centres continue to deliver the 2012 specification. Please check OCR communications in the autumn term re final entry dates and possible extensions to this qualification.

The majority of centres have delivered the teaching content as it appears in the specification. It should be noted that not all teaching content is reflected in the assessment grid. There is a significant difference between the amount of information that should be delivered to meet the teaching content and the evidence that needs producing to meet the assessment grid. Some centres had produced excessive amounts of evidence due to this lack of understanding. Good practice would be to reference within the body of the text and provide a bibliography/reference list at the end. This was seen in the majority of candidate evidence.

3. Comments on Individual Units

There are up to seven mandatory units at L3 depending upon the qualification size and twenty nine optional units. Units 6 and 7 are 5 credit units and all other mandatory units are 10 credit units. Optional units vary in credit value. Many centres are able to build in work placement to their programme of learning and where this happens, evidence is often applied and realistic. Not all centres are able to do this and therefore use role play, guest speakers and educational visits to engage the learner with health, social care and early year environments. Not all assessment criteria for every unit will be referred to below.

Unit 1 Developing effective communication in Health and Social Care

P1 The majority of centres explained the role of effective communication using the four different types of communication. This assessment criterion can sometimes contain too much information, as the teaching content is included in its entirety. All examples should relate to health, social care or early years environments. It was encouraging to see the use of audio equipment being used to provide evidence for P2 'discuss theories of communication'. When completing P3 candidates must explain at least two factors and cover at least two environments.

The focus for M1 must be the usefulness of theories of communication within health and social care environments. Candidates need to provide judgements linked to examples when making an assessment.

D1 requires candidates to analyse how cultural variations can influence communication. Candidates should not spend time discussing different cultural variations but instead analyse how each can influence communication. The emphasis is on the influence on communication, not on what gestures mean in different countries.

M2 also uses the command verb assess and requires candidates to refer to both the one to one and the group interaction. Candidates should form an opinion or express their judgement on their own communication skills based on the two interactions.

Unit 2 Equality, Diversity and Rights in Health and Social Care

M1 is based on a service and this should be identified in the prose/assessment material.

There has been some confusion between P4 and P5. P4 should be approached generically and explain how at least two national initiatives promote anti-discriminatory practice. This criteria can link to M2. The Disability Discrimination Act (DDA) has now been integrated into The Equality Act; either can be used in order to meet the assessment criteria.

P5 focuses specifically on health and social care settings and candidates must describe how anti-discriminatory practice is promoted within these. This can be at organisational level and include such things as recruitment and training, embedding values of care. This criterion can link to M3 where candidates should describe practical ways health or social care settings can use national initiatives to promote anti-discriminatory practice. Practical ways could include resources used, festivals celebrated, menu choices etc.

Unit 3 Health, Safety and Security in Health and Social Care

Candidates should note the difference between setting and settings as this dictates how many settings they need to refer to. P1, M1 and P3 all refer to a setting and therefore can use a placement for example. P2 refers to settings and so at least two should be included. The learning outcome for P3 is a 'candidates should be able to' statement. This is indicative of a practical task and candidates had to carry out a risk assessment in a health or social care setting. Ideally, candidates would have visited the setting as part of work placement however; candidates could use a virtual health or social care environment. There were some excellent case studies used for P4 and candidates were able to explain possible priorities and responses when dealing with two particular incidents or emergencies in a health or social care setting.

D1 required candidates to evaluate the effectiveness of the recommended controls in reducing the incidents of harm or injury. In any evaluate task, candidates would be expected to give both sides whether that be advantages and disadvantages or strengths and weaknesses.

In D2 candidates must focus on justifying the need to review policies and procedures following critical incidents. They should not get distracted by the policies and procedures but concentrate on reasons for the need to review.

Unit 4 Development through the Life Stages

For P1 candidates must include each life stage as identified in the specification. The command verb for M1 is describe and many candidates went on to describe different stereotypical perceptions of life stages and not their possible effect on development. The emphasis of this assessment criterion is 'the effect on development'.

M2 can also be approached using case studies and whilst candidates must be able to identify at least two life factors and at least two life events, they must be able to explain how life factors and events may interrelate to influence an individual's development.

Typically, P4 is a concise piece of work; candidates should not be concerned by the quantity of work produced as long as the command verb is met.

For D1, candidates had researched several cases of nature versus nurture and were able to analyse the significance of genetic influences as opposed to social factors in human development.

Unit 5 Anatomy and Physiology for Health and Social Care

For P1 and P2 candidates should adhere to the command verb and use the teaching content to guide content. The command verb is outline and this requires brief descriptions rather than extensive prose.

Often candidates used illustration and labelled anatomy as well as outlined.

P3 states all the main body systems must be outlined and in order to achieve this assessment criterion the teaching content should be used as a tick list. Again, candidates should not go into too much detail.

P6 asks candidates to follow guidelines to collect data for heart rate, breathing rate and temperature before and after a standard period of exercise. Candidates appeared to enjoy this practical task, photographic evidence and witness statements were used to support this assessment criterion.

M3 requires candidates to explain measures taken to ensure validity and reliability during the practical investigation. This must link to the methods used to undertake the investigation and should include equipment used and procedures followed.

Unit 6 Sociological Perspectives for Health and Social Care

P1 should focus on the two principal sociological perspectives, namely the interpretative perspective and the structuralist perspective. Candidates can then go into one theory for each to demonstrate understanding. There is no requirement to go through all the key terms in the teaching content within the portfolio. This should however be addressed within the classroom. When explaining patterns and trends in health and illness for P3, candidates must ensure they relate these to at least two different social groupings. Social groupings are suggested in LO1 content.

The command verb in M1 is compare and it is expected that this will include similarities and differences.

For D1 candidates are required to consider the pros and cons of the ways patterns and trends in health and illness are measured.

This unit has tended to be submitted as a concise piece of work and include mainly written evidence.

Unit 7 Psychological Perspectives for Health and Social Care

P1 should explain the principal psychological perspectives. Candidates must cover all six psychological perspectives. P2 and P3 can be blended together and much of the evidence seen this year followed this pattern. Examples should be signposted so as to identify health and social care practice.

M1 provides candidates with the opportunity to explain how practitioners could apply psychological approaches to health and social care practice. Good practice here would be to provide realistic, practical examples, which demonstrate understanding. At least two psychological perspectives must be analysed for D1.

4. Sector Update

This specification is now in its seventh academic year and some reference to legislation is out of date. Candidates can be taught and use up to date legislation, however they should be able to link it to its predecessor.

The 2016 specification is now in its third year and many centres are transferring over to it, especially those interested and requiring KS5 performance points. Those centres staying with the 2012 specification have expressed their satisfaction with the qualification. Many appreciate the flexibility and approachability of visiting moderators and use the moderation visit to get answers to questions and develop understanding.

All moderation visits to centres are followed up with an electronic report, which documents everything discussed and all outcomes. Again, centres appear satisfied by the quality and promptness of the report.

At the time of print, the Cambridge Technical (2012 suite) in Health and Social Care have been extended to the dates shown in the table below. Please check for latest communication regarding the last entry date for L3.

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As a not-for-profit organisation, OCR's core purpose is to develop and deliver general and vocational qualifications which equip learners with the knowledge and skills they need for their future, helping them achieve their full potential.

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