

## **Cambridge Technicals**

### **Health and Social Care – Moderated**

Level 2 Cambridge Technicals Certificate in Health and Social Care **05880**

Level 2 Cambridge Technicals Diploma in Health and Social Care **05881**

Level 2 Cambridge Technicals Award in Supporting Health, Social Care and  
Childcare Services **05890**

### **OCR Report to Centres 2017 - 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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### **OCR REPORT TO CENTRES**

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# Health and Social Care 05880, 05881 and 05890

## Overview:

This qualification is for learners 16 years old or over, who want to apply their skills and knowledge in health, social care and childcare.

Level 2 Cambridge Technical in Health and Social Care qualifications allow learners to achieve their potential and progress to the next stage of their lives, whether it be further study via a Level 3 Tech Level, an apprenticeship or straight into employment.

The qualification was launched in September 2017 and has completed its first year.

The most popular size has been the Certificate, which consists of four units, two of which are externally assessed and two which are internally assessed and moderated. It is possible to complete the Diploma size in a year however performance data is not available at the time of print.

Some centres needed prompting to complete the meaningful employer involvement centre plan however all embraced it and produced evidence of links with settings/employers. The centre plan document is available from <http://www.ocr.org.uk/Images/404966-meaningful-employer-involvement-centre-plan.docx>.

Centres receive two free moderation visits from their assigned moderator to check standards have been applied accurately. Moderators also answer questions and queries and these visits have been received well over the year and are positively acknowledged by centres.

## General Comments

There are three sizes of qualification available in the Level 2 Cambridge Technical in Health and Social Care suite:

OCR Level 2 Cambridge Technical Award in Supporting Health, Social Care and Childcare Services

OCR Level 2 Cambridge Technical Certificate in Health and Social Care

OCR Level 2 Cambridge Technical Diploma in Health and Social Care

The Award takes 90 guided learning hours to complete; this means it can be taken in one year. This gives learners the flexibility to take a range of other qualifications, either vocational or academic, or both, in preparation for further study or employment in the sector.

The Certificate is a Technical Certificate and takes 180 guided learning hours to complete; it can be taken in one year. This still gives learners the flexibility to take other qualifications, vocational or academic, in order to prepare them for further study or employment in the sector.

The Diploma is a Technical Certificate and takes 360 guided learning hours to complete. This means it can be taken in one year and will form the majority of a learner's study programme.

However, this still gives learners the flexibility to take other qualifications, whether vocational or academic, in preparation for further study or employment in the sector.

### **Comments on Individual Units**

Whether completing the Certificate or the Diploma, learners will take four mandatory units:

Unit 1. Principles of working in health and social care

Unit 2. Health and safety in practice

Unit 3. Working in a person-centred way

Unit 4. Safeguarding

The first two units are externally assessed units. Comments on Units 3 and 4 are below.

When completing evidence for coursework units there are three guiding principles:

- The command verb must be adhered to. The level and depth of command verb dictates the style/type of evidence which should be produced.
- The plural rule. Wherever a plural is used it should be interpreted as meaning 'at least two'.
- The application rule. Wherever the term 'environments' is used, application should be to 'at least two' environments.

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.

The teaching content guides what must be delivered by the teacher. If content follows an ie it must be covered/included. However any content that follows an eg is optional and can be adapted.

## Unit 3 Working in a person-centred way

### Feedback:

P1 requires candidates to explain what is meant by person-centred care. The command verb explain covers the how and why. Candidates are expected to make reference to 1.1 of the teaching content to meet these criteria. Many centres followed on with M1 and candidates described at least two benefits and at least two barriers of person-centred care. The majority of evidence seen was written for these two tasks.

P2 requires candidates to summarise the 6 C's of care, many candidates chose to do this in a table/chart. P3 asks candidates to evaluate the impact of person-centred care and this relates to 1.3 in the teaching content. Examples given in the teaching content are all positive; however in order to evaluate the impact, candidates may include negative impact.

P4 is a 'doing' task and candidates must demonstrate person-centred values when working with individuals. A witness statement, completed by the teacher or an equivalent will suffice as evidence for P4 and witness statements are provided on the OCR web page. P4 can lead on to M2 which was often presented as written evidence.

When producing evidence for P6 candidates must ensure they include what personal budgets cannot be used for. This was sometimes an oversight in the evidence seen.

D1 requires candidates to reflect and evaluate their own approach to person-centred care and make recommendations for improvement.

## Unit 4 Safeguarding

### Feedback:

P1 and P2 were often combined by candidates and reference made to 1.1 and 1.2 of the teaching content. Candidates do not have to cover all ten types of abuse and neglect identified in the teaching content. Centres should refer to the assessment guidance on page 7 of the unit outline, but the requirement is for at least two types of abuse and neglect.

M1 may benefit from the use of case studies. Many candidates produced written evidence of how signs of abuse and neglect may be misinterpreted.

Many candidates based the evidence for P3 and P4 on the exemplar material and created flow charts. The command verb 'describe' requires candidates to cover the main characteristics/ points associated with the topic. P3, P4 and P5 all link to a health, social care or childcare setting and this should be made clear within the evidence submitted.

For D1 could make reference to real life cases that demonstrate the impact if a disclosure of abuse or neglect is not responded to or reported appropriately.

### Sector Update

Model assignments are now available for all six internally assessed units, covering both available pathways. Model assignments are not mandatory. However they are encouraged. Centres can adapt the version provided or write their own. There is an assignment checking service available on the CPD Hub, on OCR's website.

Training is also available and this year webinars are being introduced for those teachers who find getting out of centre difficult. Please also note that an advisory call can be requested, provided the first visiting moderation has not taken place. Information and the relevant form can be found in the Administration – Forms section of the Level 2 website.

## About OCR

OCR (Oxford Cambridge and RSA) is a leading UK awarding body. We provide qualifications which engage people of all ages and abilities at school, college, in work or through part-time learning programmes.

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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