

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

Moderators' report

HEALTH AND SOCIAL CARE

05890, 05880, 05881

Summer 2024 series

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Introduction

Our Moderators' reports are produced to offer constructive feedback on centres' assessment of moderated work, based on what has been observed by the moderation team. These reports include a general commentary of accuracy of internal assessment judgements, identify good practice in relation to evidence collation and presentation and comment on the quality of centre assessment decisions against individual Learning Objectives. The report also highlights areas where requirements have been misinterpreted and provides guidance to centre assessors on requirements for accessing higher mark bands. Where appropriate, the report will also signpost other sources of information that centre assessors will find helpful.

OCR completes moderation of centre-assessed work in order to quality assure the internal assessment judgements made by assessors within a centre. Where OCR cannot confirm the centre's marks, we may adjust them in order to align them to the national standard. Any adjustments to centre marks can be viewed on the Interchange claim once processed by the moderator. Centres should also refer to their individual centre report provided after moderation has been completed. In combination, these centre-specific documents and this overall report should help to support centres' internal assessment and moderation practice for future series.

Online courses

We have created online courses to build your confidence in delivering, marking and administering internal assessment for our qualifications. Courses are available for Cambridge Nationals, GCSE, A Level and Cambridge Technicals (2016).

Cambridge Nationals

All teachers delivering our redeveloped Cambridge Nationals suite from September 2022 are asked to complete the Essentials for the NEA course, which describes how to guide and support your students. You'll receive a certificate which you should retain.

Following this you can also complete a subject-specific Focus on Internal Assessment course for your individual Cambridge Nationals qualification, covering marking and delivery.

GCSE, A Level and Cambridge Technicals (2016)

We recommend all teachers complete the introductory module Building your Confidence in Internal Assessment, which covers key internal assessment and standardisation principles.

Following this you will find a subject-specific course for your individual qualification, covering marking criteria with examples and commentary, along with interactive marking practice.

Accessing our online courses

You can access all our online courses from our teacher support website [Teach Cambridge](#).

You will find links relevant to your subject under Assessment, NEA/Coursework and then Online Courses from the left hand menu on your Subject page.

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email support@ocr.org.uk.

General overview

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 main aim of each qualification is to help candidates develop a broad range of knowledge, skills and behaviours that will help them to progress onto their chosen Level 3 qualification, an Apprenticeship or employment.

The Certificate is the most popular size qualification, with many delivering in Year 12 only. Where centres are delivering the Diploma, they either follow a childcare assistant pathway or an adult care assistant pathway. Few centres offer both pathways.

Level 2 centres are increasingly investing in hospital equipment or care suites and using these for practical experiences, making the course more interesting. The use of TV documentaries and programmes, as a way of providing context, is becoming increasingly popular and is helpful for awarding criteria.

Work experience is offered by most centres. Evidence seen has moved away from computer-based work with greater creativity being incorporated, for example, using posters, leaflets and display materials.

Centres tend to complete these qualifications earlier on in the academic year and most are ready for a first moderation visit by February and a second moderation visit early June. This allows candidates the opportunity to resubmit work if required.

Some centres fail to complete the meaningful employer involvement centre plan (MEI), however all produce evidence of links with settings/employers. [The centre plan document](#) is available from Teach Cambridge. This should be completed and signed to confirm that every learner has had access to meaningful employer involvement.

Key point regarding MEI Plan

Centres should attempt to identify the specific criteria in either Unit 3 or 4 that the MEI links to. Work experience alone does not show how employers are contributing to the qualification/units. The smallest qualification, the Cambridge Award, does not require a MEI plan.

Centres have been asking about Cambridge Technical redevelopment and post 16 reform. Advice to centres would be to contact OCR for the most up to date information. more information.

Key point: Teaching content and assessment evidence

Candidates should not be using the teaching content to guide the content of their assessment evidence. The teaching content is meant for the teacher, to assist in planning delivery. It is broad and at times very prescriptive. Candidates who follow the teaching content often produce list-like evidence or 'thin' evidence which does not meet the higher level command verbs such as 'describe' or 'explain'.

Key point: Three guiding principles

When completing evidence for internally assessed 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.

Understanding the assessment criteria grids is paramount to being successful in this qualification.

Comments on individual units

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

- Principles of working in health and social care
- Health and safety in practice
- Working in a person-centred way
- Safeguarding.

The first two units are externally assessed units. If candidates are registered for the smaller qualification, the Cambridge Award, then they will only submit Units 3 and 4.

Unit 3 Working in a person-centred way

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 the content in 1.1 of the teaching content. Many centres follow on with M1 and candidates describe at least two benefits and at least two barriers of person-centred care. The majority of evidence seen was written for these two tasks.

Assessment for learning



The [Command verbs definitions](#) can be shared with candidates to support their understanding of the requirements of each command verb in the criteria for each unit.

P2 requires candidates to summarise the six Cs of care. Many candidates chose to do this in a table/chart. Other assessment methods such as a poster or display material have been used for this criteria.

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. Candidates made use of case studies in order to evaluate the 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 [Teach Cambridge](#). P4 can lead on to M2 which was often presented as written evidence.

P5 requires candidates to explain what is meant by a personal budget in person-centred care. It is worth noting that P5 is an 'explain' task and P6 is a 'describe' task and this should be reflected in both the quantity of evidence produced and the depth.

When producing evidence for P6, candidates must make sure they include what personal budgets cannot be used for, as 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

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 10 types of abuse and neglect identified in the teaching content.

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

Misconception



There is a common misconception that P3 and P4 are generic criteria. However, both are applied to a specific setting. Both P3 and P4 contain the words 'within a health, social care or childcare organisation'.

If a candidate does not identify the setting and if this is not reflected in the steps for P3 or P4, then the evidence would be referred and an action point set for future submissions.

Many candidates based the evidence for P3 and P4 on the exemplar produced 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. The main reason for referrals on this unit was because P3, P4 and P5 had not been applied to a setting.

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.

Pathway units

Units 5 and 6 both relate to an **adult care** assistant pathway and the structure and content mirrors Units 7 and 8, which relate to a **child care** assistant pathway. These units are larger than Units 3 and 4 because together they account for 180GLH, thereby doubling the size of the qualification.

Units 5 and 7 ask candidates to adapt an environment for P3. This has caused some discussion because it is not always obvious how an environment has been adapted. It would be useful to have before and after images or diagrams, with adaptations highlighted. Again, the setting/environment should be specific and identified. P3 can link to both M2 and D1.

P6 and P9 in both Units 5 and 7 are 'demonstrate' criteria and it is good practice to support any evidence presented with a witness statement clearly stating what has been observed.

In **Units 6 and 8**, P5, P8 and P11 are all 'demonstrate' criteria and it is good practice to support any evidence presented with a witness statement clearly stating what has been observed. P11 should link to M4 and D3.

P1 and P6 in Units 6 and 8 are 'identify' criteria and candidates should reduce the quantity of evidence produced. A mind map, chart or list would suffice to address an 'identify' task. P6 could use annotated images.

For P10 in both units, candidates must complete at least two records used in adult health and social care or child care environments accurately. These must be included in the evidence presented.

Model assignments are 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](#), more information is provided on page 22 in the handbook.

Training is also available for Level 2. Please also note that an [advisory support call](#) can be requested, provided the first visiting moderation has not taken place.

Supporting you

Teach Cambridge

Make sure you visit our secure website [Teach Cambridge](#) to find the full range of resources and support for the subjects you teach. This includes secure materials such as set assignments and exemplars, online and on-demand training.

Don't have access? If your school or college teaches any OCR qualifications, please contact your exams officer. You can [forward them this link](#) to help get you started.

Reviews of marking

If any of your students' results are not as expected, you may wish to consider one of our post-results services. For full information about the options available visit the [OCR website](#).

Keep up-to-date

We send a monthly bulletin to tell you about important updates. You can also sign up for your subject specific updates. If you haven't already, [sign up here](#).

OCR Professional Development

Attend one of our popular CPD courses to hear directly from a senior assessor or drop in to a Q&A session. Most of our courses are delivered live via an online platform, so you can attend from any location.

Please find details for all our courses for your subject on **Teach Cambridge**. You'll also find links to our online courses on NEA marking and support.

Signed up for ExamBuilder?

[ExamBuilder](#) is a free test-building platform, providing unlimited users exclusively for staff at OCR centres with an [Interchange](#) account.

Choose from a large bank of questions to build personalised tests and custom mark schemes, with the option to add custom cover pages to simulate real examinations. You can also edit and download complete past papers.

[Find out more](#).

You will need an Interchange account to access our digital products. If you do not have an Interchange account please contact your centre administrator (usually the Exams Officer) to request a username, or nominate an existing Interchange user in your department.

Online courses

Enhance your skills and confidence in internal assessment

What are our online courses?

Our online courses are self-paced eLearning courses designed to help you deliver, mark and administer internal assessment for our qualifications. They are suitable for both new and experienced teachers who want to refresh their knowledge and practice.

Why should you use our online courses?

With these online courses you will:

- learn about the key principles and processes of internal assessment and standardisation
- gain a deeper understanding of the marking criteria and how to apply them consistently and accurately
- see examples of student work with commentary and feedback from OCR moderators
- have the opportunity to practise marking and compare your judgements with those of OCR moderators
- receive instant feedback and guidance on your marking and standardisation skills
- be able to track your progress and achievements through the courses.

How can you access our online courses?

Access courses from [Teach Cambridge](#). Teach Cambridge is our secure teacher website, where you'll find all teacher support for your subject.

If you already have a Teach Cambridge account, you'll find available courses for your subject under Assessment - NEA/Coursework - Online courses. Click on the blue arrow to start the course.

If you don't have a Teach Cambridge account yet, ask your exams officer to set you up – just send them this [link](#) and ask them to add you as a Teacher.

Access the courses **anytime, anywhere and at your own pace**. You can also revisit the courses as many times as you need.

Which courses are available?

There are **two types** of online course: an **introductory module** and **subject-specific** courses.

The introductory module, Building your Confidence in Internal Assessment, is designed for all teachers who are involved in internal assessment for our qualifications. It covers the following topics:

- the purpose and benefits of internal assessment
- the roles and responsibilities of teachers, assessors, internal verifiers and moderators
- the principles and methods of standardisation
- the best practices for collecting, storing and submitting evidence
- the common issues and challenges in internal assessment and how to avoid them.

The subject-specific courses are tailored for each qualification that has non-exam assessment (NEA) units, except for AS Level and Entry Level. They cover the following topics:

- the structure and content of the NEA units
- the assessment objectives and marking criteria for the NEA units
- examples of student work with commentary and feedback for the NEA units
- interactive marking practice and feedback for the NEA units.

We are also developing courses for some of the examined units, which will be available soon.

How can you get support and feedback?

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email support@ocr.org.uk.

We welcome your feedback and suggestions on how to improve the online courses and make them more useful and relevant for you. You can share your views by completing the evaluation form at the end of each course.

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on
01223 553998

Alternatively, you can email us on
support@ocr.org.uk


For more information visit


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Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.