

Moderators' report

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

HEALTH AND SOCIAL CARE

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

Award: 05890

**OCR Level 2 Cambridge Technical
in Health and Social Care**

Certificate: 05880

Diploma: 05881

Summer 2025 series

Contents

Introduction	3
General overview	4
Comments on individual units	5
Unit 3 Working in a person-centred way 30 GLH	5
Unit 4 Safeguarding 60 GLH.....	6
Diploma Pathway Units	8
Unit 5: Working in adult health and social care environments 90 GLH	8
Unit 6: Working with individuals in adult health and social care environments 90 GLH	8
Unit 7: Working in childcare environments 90 GLH.....	8
Unit 8: Working with children in a childcare environment 90 GLH	8

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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 grades, we may adjust them in order to align them to the national standard. Any adjustments to centre grades 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 Cambridge Nationals suite 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 module on Online courses – NEA for their subject. These courses provide subject-specific information about course content; how to prepare for planning, marking and submitting; and support with understanding the marking criteria.

Accessing our online courses

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

These free online courses currently cover the end-to-end NEA process for teachers. You'll find the link to the **Online courses** under the **Assessment** or **Training** tab – hover over **Assessment** or **Training** on the horizontal menu and select **Online courses** from the dropdown.

These self-paced online courses are intended for any teachers. During the course, you will engage with interactive content on subjects such as guidance on unit content, structure and administrative processes.

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

Only the Certificate and Diploma in Health and Social Care are on the DfE (16–18) performance tables. External assessments for this qualification are On Screen Tested. Level 2 Award is available as a qualification (the award does not require externally assessed units to be completed).

The majority of centres register for the Certificate qualification and complete the four units required in Year 12. Centres completing the Diploma can 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 social media sites and TV documentaries is helpful and provides context and examples of application.

Although work experience is not a mandatory requirement of the qualification, it is offered by most centres for candidates completing the Certificate or Diploma. It can help to provide evidence for the meaningful employer involvement (MEI) plan. If possible, work experience should be referred to when submitting evidence for specific grading criteria and this link should be documented on the MEI.

Many centres plan to enter both examinations in January, to allow for resits. Many are ready for a first moderation visit by February and a second moderation visit May/June, allowing candidates the opportunity to resubmit work if required.

The meaningful employer involvement centre plan (MEI) is available from [here](#).

Key point regarding MEI Plan

Work experience alone does not show how employers are contributing to the qualification/ units. There should be unit and grading criteria reference on the MEI. The Cambridge Technical Award does not require a MEI plan.

Key point regarding Teaching Content

The teaching content in every unit states what has to be **taught**:

- Anything which follows an 'i.e.' details what must be taught as part of that area of content.
- Anything which follows an 'e.g.' is illustrative. It should be noted that where 'e.g.' is used, candidates must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

Key point : Three Guiding Principles

When completing evidence for internally assessed units there are three guiding principles:

- The command verb must guide the assessment method. 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.

Teach Cambridge is a secure website that provides you with access to resources and support for the subjects you teach. This includes secure materials, such as model assignments, examiners' reports, and exemplars, as well as online, on-demand training and many other teaching resources.

Comments on individual units

Whether completing the Certificate or the Diploma, candidates 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. 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 30 GLH

This is the smaller of the two mandatory internally assessed units.

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 refer 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.

P2 requires candidates to summarise the 6 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 . Canva (online graphic design tool) is particularly useful when producing evidence 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 can be found 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.

Misconception P6



When producing evidence for P6 candidates must make sure they include what personal budgets cannot be used for as this is sometimes an oversight in the evidence seen.

D1 requires candidates to reflect and evaluate on their own approach to person centred care and make recommendations for improvement. Where candidates complete work experience, real examples are used and this sometimes allows candidates to show a greater understanding.

Unit 4 Safeguarding 60 GLH

This is the larger of the two mandatory internally assessed units.

P1 and P2 were often combined by candidates and 1.1 and 1.2 of the teaching content was referred to. Candidates do not have to cover all ten types of abuse and neglect identified in the teaching content. Candidates should describe 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. When covering this, candidates can describe how a sign of one type of abuse may be misinterpreted as a different type of abuse or they can describe how signs of abuse can be misinterpreted as accidents or mishaps.

Misconception P3, P4 and P5



There is a common misconception that P3, P4 and P5 are generic criteria however all are applied to a specific setting. Each of these pass criteria 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 or related to the methods used to minimise the risk of abuse or neglect, 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 refer to real life cases that demonstrate the impact if a disclosure of abuse or neglect is not responded to or reported appropriately.

Misconception P6



There is a common misconception that P6 requires candidates to identify at least two organisations responsible for safeguarding. This grading criteria has two parts to it and candidates must also identify the people that each organisation are required to safeguard.

P6, P7 and M2 can be combined however the use of subheadings would make sure candidates do not miss anything out.

P7 requires candidates to describe the responsibilities of at least two health, social care or childcare organisations, in relation to safeguarding. It is acknowledged that the assessment guidance for P7 states 'Learners must be able to describe the responsibility of a health or social care or childcare organisation in relation to safeguarding; this evidence could be generated from a work experience placement where the candidate interviews the manager to gather this evidence'.

The organisations used in P6 could be used in P7 and in M2. M2 asks candidates to describe the services offered by at least two organisations that support safeguarding.

Diploma Pathway Units

Unit 5: Working in adult health and social care environments 90 GLH

Unit 6: Working with individuals in adult health and social care environments 90 GLH

Unit 7: Working in childcare environments 90 GLH

Unit 8: Working with children in a childcare environment 90 GLH

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 **childcare** assistant pathway. These units are larger than Units 3 and 4 because together they account for 180 GLH, 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 be sufficient 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 childcare environments accurately. These must be included in the evidence presented.

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?

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Free for all OCR centres with an Interchange account, it allows unlimited users per centre. We require an [Interchange](#) username to verify your centre's users for ExamBuilder.

If you do not have an Interchange account, please contact your centre administrator (usually the Exams Officer) to request a username.

Once you have an Interchange username, use the form on [this page](#) to sign up for ExamBuilder, or ask an existing user at your centre to create an ExamBuilder account for you.

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 the link to the **Online courses** under the **Assessment** or **Training** tab – hover over **Assessment** or **Training** on the horizontal menu and select **Online courses** from the dropdown.

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?

We recommend all teachers complete the module on Online courses – NEA for their subject. These courses provide subject-specific information about course content; how to prepare for planning, marking and submitting; and support with understanding the marking criteria.

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.

Tell us what you think

Your feedback plays an important role in how we develop, market, support and resource qualifications now and into the future. We want you and your students to enjoy and get the best out of our qualifications and resources, but to do that we need your honest opinions to tell us whether we're on the right track or not.

You can email your thoughts to resources.feedback@ocr.org.uk or visit our [feedback page](#) to learn more about how you can help us improve our resources.



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