



Accredited

HEALTH AND SOCIAL CARE

Level 2, Level 3 and Level 4



What are Cambridge Technicals?

Cambridge Technicals are vocational qualifications at Level 2, Level 3 and Level 4 that have been developed on the Qualifications and Credit Framework (QCF).

Why Cambridge?

Cambridge Technicals have been developed by building on our link with the University of Cambridge and the Cambridge Approach to assessment and its reputation for offering creative and inspiring vocational qualifications. We've done this by ensuring that Cambridge Technicals have a clear, practical and sensible approach to assessment. We've worked in partnership with practising tutors/teachers, as well as industry specialists and leading employers, in the development of these qualifications and the support materials, to offer your students an exciting, inspiring and challenging qualification created to develop transferable skills that are essential in the workplace or for further study.

Cambridge Technicals and Cambridge Nationals – how they differ

Cambridge Technicals are targeted at students aged 16+ in either school or FE. They allow for greater flexibility with the choice of units that make up the qualification and are 100% internally assessed.

OCR believes Cambridge Technicals provide a good grounding for progression to University. All our Level 3 Cambridge Technicals have UCAS tariff points. (It is important to check individual course requirements when applying to university).

Plus, they meet the DfE's published criteria for 'Applied General' and 'Tech Award' qualifications in Key Stage 5 Performance Tables 2016.

Cambridge Nationals are targeted at 14- to 16-year-olds. They're available as an Award, Certificate and Diploma, with the Certificate being the same size as a GCSE. They use both internal and external assessment and are recognised in the DfE's Key Stage 4 Performance Tables. In addition, most are recognised within Progress 8 performance measures for 2016.

Cambridge Technicals – Health and Social Care

Level 2 Cambridge Technical Certificate in Health and Social Care

Level 2 Cambridge Technical Extended Certificate in Health and Social Care

Level 2 Cambridge Technical Diploma in Health and Social Care

Level 3 Cambridge Technical Certificate in Health and Social Care

Level 3 Cambridge Technical Introductory Diploma in Health and Social Care

Level 3 Cambridge Technical Subsidiary Diploma in Health and Social Care

Level 3 Cambridge Technical Diploma in Health and Social Care

Level 3 Cambridge Technical Extended Diploma in Health and Social Care

Level 4 Cambridge Technical Diploma in Health and Social Care

Health and Social Care

The health and social care sector employs vast numbers of people across the country within a varied range of job roles, with the workforce totalling around 3 million people. Many careers involve meeting the needs of people and, with this in mind, the Cambridge Technicals in Health and Social Care offer a wide range of units. These enable students to learn about key areas and to meet the needs of people in the health and social care sector.

These include the individual's rights and needs, cultural diversity, the impact of diet, coping with change, and the needs of people at different life stages. This qualification is an ideal foundation for students entering the workplace, providing them with a theoretical background reinforced with practical skills that transfer into the modern workplace.

Cambridge Technicals – at a glance

Freedom and excitement

You can enjoy the freedom and excitement of teaching the Cambridge Technicals that have been developed to help you inspire your students.

FREE visiting moderation

We offer two FREE moderation visits a year, providing you with supportive feedback, advice and guidance.

Qualification credibility

Our Cambridge Technicals have UCAS points, ensuring that they will be valuable and recognised for your students to be able to progress into HE.

No external assessment

We don't have external assessment in Cambridge Technicals, providing you with the freedom to choose when to assess your students depending on their learning styles and ability.

FREE support materials and training

We have FREE, high-quality support materials for all our Cambridge Technicals, which are available for you to download from ocr.org.uk/cambridgetechnicals.

Work experience

Work experience can be customised to the learning style of your students and the availability of placements.

Minimal mandatory units

Cambridge Technicals have minimal mandatory units, providing you and your students with the ability to consider specialist pathways and choose the units they want to study.

Wide range of qualifications

Within the suite of Cambridge Technicals, there is a wide range of different qualification sizes to fit all learning programmes.

Natural progression of grading criteria within units

There is a natural progression through the grading criteria from Pass through to Merit and Distinction, reflecting current sector practice.

Funding is available

Funding is available for Cambridge Technicals.

OCR has a proven track record in providing an exemplary service to support our qualifications

The specifications are designed **with you in mind**, using a clear and easy-to-understand format, making them straightforward to deliver.

Our **clear and sensible assessment** approach means that requirements are clearly presented and sensibly structured for you and your students.

Pathways for choice – we have the broadest range of vocational qualifications, and the Cambridge Technicals provide an ideal foundation for students to progress to more advanced studies and to the workplace.

Working in partnership to support you – together with teachers, we've developed a range of practical help and support to save you time. We provide everything you need to teach our specifications with confidence and ensure that your students get as much as possible from our qualifications.

Cambridge Technicals **are supported with new, exciting products and continuing professional development opportunities**.

OCR Level 2 Cambridge Technicals in Health and Social Care

Unit number	Unit title	Certificate 15 credits GLH 90	Extended Certificate 30 credits GLH 180	Diploma 60 credits GLH 360
1	Communication in health and social care Communication is an essential skill in this sector; students will learn about effective communication tools and how technological aids can help and improve information.	5	5	5
2	Individual rights in health and social care All individuals have the right to be treated equally and fairly; this unit will provide students with the knowledge of diverse backgrounds and needs of people.	5	5	5
3	Individual needs in health and social care This unit will give students the knowledge of the factors that affect our lives, and an understanding of how to recognise and support these needs.	5	5	5
4	Ensuring safe environments in health and social care The safety of everyone in a health and social care setting is extremely important; students will gain an understanding of the health and safety needs in this setting.	5	5	5
5	Vocational experience in a health and social care setting Students will gain a deeper understanding of their own personal development in the workplace and gain skills in the job application process and practice.	10	10	10
6	Cultural diversity in health and social care Understanding the different backgrounds and lifestyles of individuals is an important skill within this sector; this unit also includes how these factors have an impact on users of services.	10	10	10
7	Anatomy and physiology for health and social care This unit will provide students with an understanding of the location and function of vital organs and how the body is built and works.	10	10	10
8	Human lifespan development Students will learn about the different factors that can affect our lifespan, and how our environment and external factors affect how we see ourselves.	10	10	10
9	Creative and therapeutic activities in health and social care Students will gain some appreciation of the benefits of creative and therapeutic activities, and how these can be used in a health and social care setting.	10	10	10
10	Health and social care services This unit will introduce students to the different types of services available in the health and social care sector and the roles within them.	10	10	10
11	The impact of diet on health 'We are what we eat' it is said; students will develop an understanding of the impact of diet on our wellbeing, and how it can boost and damage our health.	10	10	10
	Minimum mandatory credits	0	0	20
	Minimum optional credits	5 core credits 10 core or optional	10 core credits 20 core or optional	40
	Total minimum credits required	15	30	60
	Notes Please refer to the next column for each qualification's mandatory requirement.	There are no mandatory units but students must achieve at least 5 credits from the units shaded	There are no mandatory units but students must achieve at least 10 credits from the units shaded	

Assessment and moderation

Cambridge Technicals can be assessed and claimed when the student is ready, so you're not restricted to set dates and times.

Our team of Visiting Moderators will be able to offer you support, advice and guidance throughout, and will moderate a selection of assessments.

Simple and sensible certification

We've introduced a Distinction* grade for the full qualification. The grades offered are Pass, Merit, Distinction and Distinction* at both Level 2 and Level 3. For Level 4 the grades offered are Pass, Merit and Distinction.

OCR Level 3 Cambridge Technicals in Health and Social Care

Unit number	Unit title	Certificate 30 credits GLH 180	Introductory Diploma 60 credits GLH 360	Subsidiary Diploma 90 credits GLH 540	Diploma 120 credits GLH 720	Extended Diploma 180 credits GLH 1,080
1	Developing effective communication in health and social care Communication is an essential skill in this sector; students will learn how to use different forms of communication effectively.	10	10	10	10	10
2	Equality, diversity and rights in health and social care All individuals have the right to be treated equally and fairly; this unit will introduce students to the legislation and policies that support anti-discriminatory practice.	10	10	10	10	10
3	Health, safety and security in health and social care The safety of everyone in a health and social care setting is extremely important; in this unit students will learn how to keep the working environment compliant with health, safety and security requirements.	10	10	10	10	10
4	Development through the life stages Students will learn about the different life stages and the affecting factors, and affecting factors, both internal and external.	10	10	10	10	10
5	Anatomy and physiology for health and social care This unit will provide students with an understanding of the structure, functions and homeostatic mechanisms of the body.	10	10	10	10	10
6	Sociological perspectives for health and social care Students will explore sociologists' thinking and apply their theories at the right time and place.	5	5	5	5	5
7	Psychological perspectives for health and social care Students will explore the behaviour of individuals.	5	5	5	5	5
8	Personal and professional development in health and social care This unit will enable students to develop the skills necessary skills necessary to plan, monitor and reflect on their own personal development.	20	20	20	20	20
9	Caring for children and young people This unit focuses on how to protect children and young people, including relevant policies.	10	10	10	10	10
10	Safeguarding adults and promoting independence This unit considers forms of abuse and how the rights, independence and wellbeing of adults can be protected.	10	10	10	10	10
11	Physiology of fluid balance This unit explores the structure and function of body cells and how water is vital to wellbeing.	10	10	10	10	10
12	Physiological disorders Students will learn about common disorders, their causes, symptoms, diagnoses and effects on the lives of individuals.	10	10	10	10	10
13	Working in the social care sector This unit will introduce students to multidisciplinary working and the skills and attributes needed to work with others in the sector.	10	10	10	10	10
14	Working in the health sector This unit will give students an understanding of the legislation and approaches to service delivery that are commonplace in today's workplace.	10	10	10	10	10
15	Promoting health education Promoting good health is essential; students will learn how to create and produce a small-scale health campaign.	10	10	10	10	10
16	Nutrition for health and social care Students will develop an understanding of dietary requirements and how they vary depending on many external and internal factors.	10	10	10	10	10
17	Research methodology for health and social care Students will gain some appreciation of the use of research and how it can affect policy; they will also conduct their own research project.	15	15	15	15	15
18	Coping with change in a health and social care context This unit will enable students to understand and support major life changes, such as family break-up or bereavement.	5	5	5	5	5
19	Caring for individuals with additional needs Students will gain an understanding of the additional needs and experiences of individuals – overcoming barriers.	5	5	5	5	5
20	Dealing with challenging behaviour In a health and social care setting, employees will have to work with individuals with challenging behaviour; students will learn how to manage these situations.	5	5	5	5	5
21	Caring for older people This unit will focus on the role of employees in supporting older people.	5	5	5	5	5
22	Physiology of co-ordination Students will learn about the sense organs and how they are connected to the nervous system.	10	10	10	10	10

OCR Level 3 Cambridge Technicals in Health and Social Care

Unit number	Unit title	Certificate 30 credits GLH 180	Introductory Diploma 60 credits GLH 360	Subsidiary Diploma 90 credits GLH 540	Diploma 120 credits GLH 720	Extended Diploma 180 credits GLH 1,080
23	Human inheritance for health and social care We are the product of our genes; students will learn about conditions that are caused by our genetic make-up, and study two of the disorders in detail.	10	10	10	10	10
24	Dementia care Students will discover the wide number of conditions that are classified as 'dementia' and the role of the health and social care employee in this specialist area.	5	5	5	5	5
25	Support work in social care Effective social care is undertaken by a team with different skills; students will learn about the role of non-direct care workers and their importance within the team.	5	5	5	5	5
26	Exploring personal and professional development in health and social care Students will develop the skills necessary to compile a professional development portfolio (50 hours).	10	10	10	10	10
27	Professional practice in children and young people's social care Students will learn about the principles and values in day-to-day practice, concepts of responsibilities in supporting positive outcomes, and working in partnership.	5	5	5	5	5
28	Developing creativity in children and young people Students will gain an appreciation of the importance of supporting creativity and providing creative learning opportunities.	10	10	10	10	10
29	Promote positive behaviour This unit focuses on the importance of communication, legislation on least restrictive interventions, and changes in behaviour patterns that may indicate the need for intervention.	15	15	15	15	15
30	Personalisation in health and social care Students will develop an understanding of how personalisation supports choice and independence, the initiative's success and how care services are commissioned.	10	10	10	10	10
31	Understanding public health This unit explores the origins of public health policy, the various types, their purpose and factors that may influence them.	10	10	10	10	10
32	Safeguarding children and young people Students will gain knowledge and understanding of safeguarding, and the role of the professional.	15	15	15	15	15
33	Supporting the use of medication in social care settings This unit will consider the role of practitioners in supporting the use of medication, and current legislation that has an impact on its use.	15	15	15	15	15
34	Understand psychology of ill health Students will develop an understanding of health psychology and illness.	10	10	10	10	10
35	Complementary therapies within health and social care This unit will consider complementary therapies, how they are regulated for use in health and social care services and how this has an impact on their accessibility.	10	10	10	10	10
36	Understanding the principles of youth work practice Students will develop skills and understanding to work with young people by looking at methods, techniques and some key factors that support youth work practice.	10	10	10	10	10
Minimum mandatory credits		10	10	20	50	60
Minimum optional credits		20	50	70	70	120
Total minimum credits required		30	60	90	120	180
Notes		Mandatory units are shaded				

OCR Level 4 Cambridge Technicals in Health and Social Care

Unit number	Unit title	Diploma 120 credits GLH 480
1	Communicating in health and social care organisations Communication is an essential skill in this sector; this unit will give students an understanding of the theories of theories of communication and how these can be applied to enhance interactions with service users.	15 credits / GLH 60
2	Personal and professional development in health and social care Students will gain an appreciation of how personal values and principles influence the way we work, will learn how to evaluate and develop their personal and professional skills.	15 credits / GLH 60
3	Health and safety in the health and social care workplace The health and safety of everyone in the health and social care workplace is essential; students will explore the implementation of health and safety and the impact of relevant legislation, and evaluate their own responsibilities.	15 credits / GLH 60
4	Working in partnership in health and social care This unit is designed to enable students to analyse and evaluate the benefits of working in partnership in this field.	15 credits / GLH 60
5	Managing quality in health and social care Students will look at what is meant by 'quality' and the ways in which the quality of services can be measured and improved.	15 credits / GLH 60
6	Research project Students will have the opportunity to propose, plan, execute and present a research project.	20 credits / GLH 80
7	The role of public health in health and social care Students will explore the implications of disease and illness and the roles of agencies working in communities to reduce them, and investigate a health or social care setting.	15 credits / GLH 60
8	Adulthood, ageing and end-of-life In this unit students will consider perceptions of adulthood, ageing and end-of-life; the implications of an increased ageing population; and the impact of current health and social care policy.	15 credits / GLH 60
9	Long-term conditions Students will learn about the types, causes and physiology of long-term conditions plus relevant regulatory frameworks and care practice.	15 credits / GLH 60
10	Social policy Students will explore the origins and development of social policies and their impact on health and social care services and the public.	15 credits / GLH 60
11	The sociological context of health and social care This unit will examine how sociological perspectives and constructs can explain society and social inequalities, and assess the impact of changes in society on services.	15 credits / GLH 60
12	Empowering users of health and social care services This unit will enable students to analyse how services promote and maximise the rights of users of health and social care, and explore how individuals may be at risk of harm.	15 credits / GLH 60
13	Safeguarding in health and social care Students will discover how to evaluate working practices and strategies in relation to abuse and self-harm in health and social care contexts.	15 credits / GLH 60
14	Physiological principles for health and social care Students will learn about body systems and how they work together, and investigate common disorders to assess the care people need.	15 credits / GLH 60
15	Managing human resources in health and social care Knowing how to select, train and develop the most appropriate individuals is an important skill.	15 credits / GLH 60
16	Managing financial resources in health and social care Managing financial resources is an important skill; students will learn how to evaluate current systems for managing financial resources in health and social care and the impact of financial considerations on an individual using the services.	15 credits / GLH 60
17	Psychology for health and social care Students will gain an understanding of how psychological theories help inform health and social care workers; and how psychology can be used to change behaviours and help enhance relationships.	15 credits / GLH 60
18	Community development work This unit will give learners an understanding of the complex nature of communities and their development, including analysing the role of the community development worker in facilitating initiatives.	15 credits / GLH 60
19	Developing counselling skills for health and social care Students will learn to apply the major theoretical perspectives that are relevant to counselling work in health and social care.	15 credits / GLH 60
20	Influences on health and social care organisations Students will extend their understanding of how organisations respond to pressures and changes, different types of organisations and the roles of leadership.	15 credits / GLH 60
21	Principles of health and social care practice Students will learn to implement principles of support in health and social care, while considering the impact of regulatory frameworks.	15 credits / GLH 60

OCR Level 4 Cambridge Technicals in Health and Social Care

Unit number	Unit title	Diploma 120 credits GLH 480
22	Understanding specific needs in health and social care This unit will enable students to evaluate services in a locality for individuals who have specific needs and explore strategies for working with challenging behaviours.	15 credits / GLH 60
23	Complementary therapies This unit will give students an understanding of the role of complementary therapies in health and social care and their effectiveness.	15 credits / GLH 60
25	Contemporary issues in health and social care Students will gain an understanding of methods used to bring information about contemporary health and social care issues to the public and explore an issue of particular interest.	15 credits / GLH 60
26	Supporting independent living Students will learn how to evaluate the use of technology in supporting independent living while considering the perspectives of service users and providers.	15 credits / GLH 60
27	Supporting significant life events This unit will enable students to understand the impact of significant events, analyse organisational responses to supporting individuals, and make recommendations for improving support.	15 credits / GLH 60
28	Employability skills Students will assess their own skills and abilities in relation to the requirements of the work environment and understand how these might be used to improve their employability.	15 credits / GLH 60
29	Understanding the learning process Students will gain knowledge of the learning process in the context of health and social care.	15 credits / GLH 60
30	Facilitating change in health and social care This unit will enable students to evaluate recent changes in health and social care services and analyse principles of change management.	15 credits / GLH 60
31	Work-based experience This unit is designed to support students in acquiring and completing work experience in the industry, while enabling them to develop their skills so they can monitor their development.	15 credits / GLH 60
32	Health promotion Students will develop their understanding of factors that can influence health promotion strategies, while considering reasons that may prevent people from accessing healthcare or following health advice.	15 credits / GLH 60
Minimum mandatory credits		60 credits
Minimum optional core credits		Not applicable
Minimum optional credits		60 credits
Total minimum credits required		120 credits
Notes		Shaded units are mandatory



Level 2 units

Communication in health and social care

In this unit, students will consider the factors that can enhance or inhibit communication and those that can pose a barrier to effective communication. This unit aims to equip students with knowledge and understanding of communications, so that a range of technological aids can be used in health and social care environments.

Individual rights in health and social care

The aim of this unit is to provide students with knowledge and understanding of the diverse backgrounds and needs of people who use services, the legal responsibilities to support individuals' rights, and the underlying principles that inform effective practice.

Individual needs in health and social care

There is a wide range of factors that directly affect the health and wellbeing of all individuals. The aim of this unit is to give students knowledge of the main factors that affect our lives along with an understanding of how to support an individual's health and wellbeing by being able to recognise any needs they may have.

Ensuring safe environments in health and social care

The aim of this unit is to enable students to gain an understanding of health and safety within a health and social care environment. Students will be introduced to risk assessment and will learn why it is necessary to identify hazards. Legislation and guidelines related to health and safety will be introduced along with responsibilities related to identifying hazards and reducing risks within health and social care.

Vocational experience in a health or social care setting

By completing this unit, students are given the opportunity to gain a deeper understanding of their own personal and professional development in the workplace. The unit will assist students in developing an understanding of the workplace and the meaning of evidence-based and reflective practice, culminating in a consideration of their own strengths and areas for improvement.

Cultural diversity in health and social care

The aim of this unit is to provide students with knowledge and understanding of the cultural diversity that exists in society today and the different religious and secular practices that individuals may follow. Students will gain an appreciation of how culture, social class, legislation and other factors impact on equality of opportunity for people who use services.

Anatomy and physiology for health and social care

This unit aims to enable students to understand why these processes are so important in maintaining life and how body systems work together to provide the conditions necessary for thought, movement, reproduction, growth and development. Students will also explore the roles of observation and taking measurements in detecting and monitoring malfunctions. They will have the opportunity to record some measurements themselves.

Human lifespan development

This unit will allow students to understand those stages and events that are predictable, as well as identifying some that are not. Students will gain an understanding of our environment and the influences of those around us. Students will also have the opportunity to study some of the principles of care, and how these may be used to support and care for individuals, as well as helping to foster confidence and independence.

Creative and therapeutic activities in health and social care

This unit will enable students to gain some appreciation the benefits of creative and therapeutic activities – which is essential knowledge when working in health and social care. Students will gain some understanding of how to plan and safely deliver appropriate, stimulating, creative and therapeutic activities to support the diverse needs of people who use services.

Health and social care services

Many students will be considering careers within health and social care and this unit introduces them to the different types of service provision available within the sector. The unit aims to provide an overview of types of services, barriers that could affect access to services, and differing job roles that exist within these services.

The impact of diet on health

Students will have the opportunity to investigate a range of factors from religious requirements to income, which can influence people's diets. Students can research health conditions and understand the links between these disorders and a poor diet.

This unit also aims to introduce students to safe food practices and the legislation that is designed to protect us.

Level 3 units

Developing effective communication in health and social care

This unit will introduce students to the many different forms of communication and enable them to learn skills in effective communication.

Equality, diversity and rights in health and social care

Students will gain an understanding of the legislation and policies that support anti-discriminatory practice to support the vulnerable and those in need.

Health, safety and security in health and social care

Students will learn of the procedures needed to keep their working environment compliant with health and safety and security requirements.

Developing through the life stages

This unit explores the life stages and the factors that affect our life stages, from external factors such as lifestyle to internal factors such as genes.

Anatomy and physiology for health and social care

From eating and breathing to the functions of our vital organs, students develop an understanding of the structure and functions of the body as well as homeostatic mechanisms.

Sociological perspectives for health and social care

There are various perceptions of health and illness; students will explore sociologists' thinking and apply their theories at the right time and place.

Psychological perspectives for health and social care

Psychologists have helped the health and social care sector explore ways of behaviour of individuals; students will gain an insight into these behaviours.

Personal and professional development in health and social care

This unit will enable students to develop skills necessary to plan, monitor and reflect on their own personal development.

Caring for children and young people

It is essential that anyone working in health and social care has an understanding of how to protect children and young people, including understanding policy.

Safeguarding adults and promoting independence

This unit will broaden students' understanding of the different types of abuse and how the rights, independence and wellbeing of adults can be protected.

Physiology of fluid balance

This unit explores the structure and function of body cells and how water is vital to our wellbeing.

Physiological disorders

Students will learn about common disorders, their causes, symptoms, diagnosis and effects on the lives of individuals.

Working in the social care sector

Students will explore the idea of multidisciplinary working, and the skills and attributes needed to work with others in the social care sector.

Working in the healthcare sector

In this unit, students will learn about the roles in the healthcare sector, and the legislation and approaches to service delivery that are commonplace in today's workplace.

Promoting health education

Students will gain an understanding of the different routes to promoting good health; they will create and produce their own small-scale health campaign.

Nutrition for health and social care

The aim of this unit is for students to appreciate the dietary requirements we have and how they vary depending on many external and internal factors.

Research methodology for health and social care

At the end of this unit, students will understand the uses of research and how outcomes of research can affect policy; they will also complete a research project.

Coping with change in a health & social care context

Understanding major life changes, such as family break up or bereavement, is a key skill for enabling students to appreciate the impact these changes have and the support they can give.

Caring for individuals with additional needs

Students will gain an understanding of particular types of additional needs of individuals – the experiences they face and how to overcome barriers.

Dealing with challenging behaviour

In a health and social care setting, employees will have to work with individuals with challenging behaviour; students will learn how to manage these situations.

Caring for older people

Ageing need not be negative; students will develop an understanding of the ageing process and the role of employees in supporting older people.

Physiology of co-ordination

Students will develop an understanding of the sense organs and how they are connected to the different components of the nervous system.

Human inheritance for health and social care

We are the product of our genes; students will learn about conditions that are caused by our genetic make-up, and study two of the disorders in detail.

Dementia care

Students will discover the wide number of conditions that are classified as 'dementia' and the role of the health and social care employee in this specialist area.

Support work in social care

Effective social care is undertaken by a team with different skills; students will learn about the role of non-direct care workers and their importance within the team.

Exploring personal and professional development in health and social care

Students will gain 50 hours of work experience for this unit; they will also develop skills necessary to compile a professional development portfolio.



Learning resources

Learning resources are an important part of any qualification and Cambridge Technicals are no exception. We have developed a suite of support and learning resources that provides what teachers tell us they want.

By working in this collaborative way, we have ensured that our range of resources supports classroom activities, from lesson planning and teaching to monitoring student progression and success.

Unit Introduction Presentations

We have developed an introductory presentation for each of the mandatory units. These presentations provide an overview of the unit in an interesting and informative manner. These can be used either in the classroom or during open evening events.

Delivery Guides

We have produced a Delivery Guide for each of the mandatory units. These guides give a framework with teaching suggestions covering all the learning outcomes within each unit.

Lesson Elements

Lesson Elements are activities that can be used in the classroom and relate to the topics covered in the units.

Resources Link

Resources Link is an interactive PDF that allows teachers to view external resources that may be of use in teaching the qualification.

Skills Guides

We are producing a set of Skills Guides that are not specific to a particular qualification, but each covers a topic that could be relevant for a range of qualifications – for example, communication, legislation and research.

Rules of Combination (ROC) Calculator

The ROC Calculator is an administrative tool that allows centres to identify the correct combination of units for students to undertake in order to be eligible for a certain qualification path.

Progress Tracker

The Progress Tracker is an administrative tool that teachers can use for tracking the progress of their students through the learning outcomes of the units selected for their qualification path.

Project Approaches

We're currently developing this resource for Health and Social Care – it'll show you how setting a project for your students enables them to cover all the learning outcomes in a range of units.

Download these resources today from ocr.org.uk/cambridgetechnicals.

OCR CPD Hub – your route to our teacher training

Whether you want to come to a specific event or search for resources and training materials, you can find what you're looking for on our CPD Hub.

Training events

Visit the CPD Hub to find out about our face-to-face training events available to help support your preparation, teaching and assessment.

Assignment Checker Service

Due to the vocational nature of Cambridge Technicals we think it's really important for your students to be set assignments that reflect the local environment. This is why we have left the setting of assignments up to you.

If you're an OCR centre and concerned that your assignment may not meet the requirements of the unit we will check it for you. You will be able to access this service via cpdhub.ocr.org.uk for all Cambridge Technicals subjects. The checking of mandatory unit assignments will be free of charge, and there will be a charge for checking assignments for optional units

Sample learner work

You'll find sample learner work for a range of Cambridge Technicals subjects on our CPD Hub. The work shows you examples of how students have performed against learning outcomes/assessment criteria. We'll upload further sample learner work as it becomes available.

Advisory visits

If you're an OCR centre delivering Cambridge Technicals, you can take advantage of a free advisory visit. This is available before your first moderation visit and will provide an opportunity to discuss the specification and assessment criteria, delivery ideas, centre-set assignments and more.

To book a visit, please email the CPD team at cpdhub@ocr.org.uk. To make sure this can be arranged as quickly as possible, you must take the following steps:

- Use 'Advisory Visit' as the subject title
- List the Cambridge Technical subject/s for which you're requesting a visit
- List the topics you'd like to go through
- List any particularly suitable/unsuitable dates over the next few weeks from the date of request.
- Clearly include contact details for the person with whom we should arrange the visit.

Need more help?

Visit cpdhub.ocr.org.uk or email our team at cpdhub@ocr.org.uk.



Administration overview

With Cambridge Technicals we try to make your life easier. Follow the simple steps below to implement the qualification in your centre.

7 Steps to Achievement



1 Centre approval

For further details, please visit ocr.org.uk/approval/general, which includes the application form and centre approval policy.



2 Enter your candidates

Enter your candidates online or via Electronic Data Interchange (EDI). We'll assign an expert OCR Visiting Moderator and you will receive two free visits each academic year.



3 Assessment

There is a sample model assignment available at each level to give you some ideas, as well as assessment guidance in each unit. Assignments are set and assessed by the centre. You will then internally standardise your candidates' work on the units, prior to the Moderator visits.



4 Submit your grades

Let the Moderator know which candidates and units are ready to be moderated. There is no need to send candidates' work.



5 Prepare your sample

Your Moderator will require a sample after you've submitted your grades and will let you know which candidates' work will be moderated during their visit.



6 Moderation visit

Your Moderator will confirm grades, provide feedback, advice and guidance, and share best practice during their visit.



7 Results

We will issue electronic results and send unit and full award certificates as appropriate.

Preparing for first teaching

Adopting a new specification can appear daunting. There's quite a lot of information to weigh up: the demands of the course, the quality of support, and the needs and expectations of teachers and candidates. Here's some advice to help you make the best decision.

7 Steps to First Teaching



1 Make the most of the OCR website

The unit specifications will be available online. While the overall programme of study might be familiar, it's important to check each unit specification to make sure that you're happy with the learning outcomes, knowledge, understanding and skills.



2 Review the model assignments

There is a model assignment available at each level. These will give you a clear idea about the type of tasks you can set. They can be used directly, or adapted, or used as templates for completely new assignments.



3 Make good marking decisions

Using the specification and Administration Guide for cross-reference, check our model assignments, which come complete with Moderator's commentary to support marking decisions.



4 Get social

Visit our social media site at social.ocr.org.uk – by registering, you'll have FREE access to a dedicated platform where teachers can engage with each other – and OCR – to share best practice, offer guidance, and access a range of support materials produced by other teachers, such as lesson plans, presentations, videos and links to other helpful sites.



5 Enjoy support and guidance

It's wise to review our Chief Co-ordinator's annual report for generic guidance and to explore their summary of key issues.



6 Get great training

Check OCR's INSET training programme to see if there is a convenient course available. INSET training is an excellent way to get practical advice on the best ways to deliver Cambridge Technicals.



7 Explore external websites

It's often worthwhile carrying out an internet search to see if there is any free or paid-for resource material available. Please always check that whatever material you incorporate into your teaching meets the qualification's assessment requirements.



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always happy to answer questions and give advice.

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