

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

Moderators' report

HEALTH AND SOCIAL CARE

05890, 05880, 05881

Summer 2022 series

Contents

Introduction	3
General overview	4
Comments on individual units	5
Unit 3 Working in a Person-Centred Way	5
Unit 4 Safeguarding.....	6

Introduction

Our Lead 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 comments on the quality of centre assessment decisions against individual Learning Objectives. This 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 to 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 are detailed on the Moderation Adjustments report, which can be downloaded from Interchange when results are issued. 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.

Would you prefer a Word version?

Did you know that you can save this PDF as a Word file using Acrobat Professional?

Simply click on **File > Export to** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional, there are a number of **free** applications available that will also convert PDF to Word (search for PDF to Word converter).

General overview

Level 2 Cambridge Technical Health and Social Care continues to grow in popularity and is offered in centre sixth forms and sixth form centres alike. The majority of centres run the Certificate qualification over a year however in the past 12 months, more centres have come on board delivering the Diploma.

This qualification is a 'Technical' qualification, which means it is designed for those either going onto a Level 3 apprenticeship, employment in the sector in which they trained or a Level 3 Technical qualification. Those centres offering the Diploma qualification usually offer one of the two pathways, either Childcare assistant or Adult Care assistant, rather than both. The appropriate pathway is printed on the certificate presented at the end of the course.

Feedback from centres about the course has been positive. Units 3 and 4 are current and relevant and well supported with resources. Both units are mandatory whether completing the Certificate qualification or the Diploma and are therefore expanded on below. Units 5 and 6 mirror Units 7 and 8 however Unit 5 and 6 relate to adult care and Units 7 and 8 relate to childcare.

As this course is a 'Technical' qualification, it requires meaningful employer involvement, and a plan must be presented to the moderator at each visit. At least one link to grading criteria in Unit 3 and one link to grading criteria in Unit 4 must be built into the plan. Centres should refer to the centre handbook for further clarity on what does, and what does not constitute meaningful employer involvement. It is acknowledged that the pandemic has made this aspect of the course more difficult to plan however all centres still achieved this.

Key point

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.

Comments on individual units

Unit 3 Working in a Person-Centred Way

This is a 30glh unit with three learning outcomes.

P1 and P2 are stand-alone tasks. Both are concise and do not require lengthy responses. P1 asks candidates to explain what is meant by person-centred care. The command verb is **explain** and therefore this is usually addressed by continuous prose. Candidates often find including examples helps them to demonstrate their understanding. P2 requires a summary of the 6 C's. These are listed in the teaching content. A power point could be used for this task with one slide being used for each C.

Evidence for P3 is sometimes blended with M1 however care must be taken to address each command verb. P3 is **explain** the impact of person-centred care and candidates often use a case study to complete this task. M1 is **describe** at least two benefits and at least two barriers of person-centred care. The command verb requires less depth than P3 however the plural rule must be adhered to.

P4 is a practical task, where candidates are required to **demonstrate** person-centred values when working with individuals. In an ideal situation candidates would be in a work placement and a witness statement would be completed by an employee. If this is not possible, a role play can be completed, and the teacher can complete the witness statement. Please note OCR produce a witness statement for this instance and centres are advised to use this. M2 could be linked to P4 but it does not have to be and can be completed as a stand-alone task. M2 is **justify** why it is important for health and social care workers to demonstrate person-centred values throughout their working practice. The emphasis here should be on the word 'why' and the use of continuous prose is expected.

P5 and P6 are often blended, and candidates submit the evidence together. P5 requires candidates to **explain** what is meant by a personal budget in person-centred care and P6 to **describe** what personal budgets can and cannot be used for. Candidates therefore should put greater depth into P5 than P6. One common issue that has arisen with P6 is that candidates forget to include what personal budgets cannot be used for.

Finally, D1 asks candidates to reflect and **evaluate** their own approach to person-centred care and make recommendations for improvement. This is best approached as a stand-alone task and the command verb evaluate, suggests candidates look at both positive and negative aspects of their approach.

Unit 4 Safeguarding

This is a 60gh unit with four learning outcomes.

P1 requires candidates to **describe** different types of abuse and neglect. Candidates can select from the types listed in the specification. They often include P2 in the evidence for P1. P2 is **Identify** signs of abuse and neglect and **Identify** is a low-level command verb, which can use single words or sentences to address the criteria. Candidates should not spend a long time on P2, and they could opt to build in the signs of abuse and neglect to the description of the types.

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.

D1 is often completed after P3 and P4. D1 is **explain** the potential impacts if a disclosure of abuse or neglect is not responded to or reported appropriately. This criteria does not relate to a specific environment and at least two impacts must be explained.

For P5 candidates must summarise methods used to minimise the risk of abuse or neglect within a health, social care or childcare setting. Again, this criteria is applied to a specific setting and at least two methods must be summarised.

P6, P7 and M2 all link together and could be blended within an assignment. P6 requires candidates to **identify** organisations that are responsible for safeguarding and the people that they are required to safeguard, candidates could approach this by producing two mind maps, one for the organisations and one for people who they safeguard. For M2 candidates must **describe** the services offered by organisations that support safeguarding. They could take at least two organisations from the mind map produced for P6 and describe the services they offer. P7 asks candidates to **describe** the responsibilities of health, social care and childcare organisations in relation to safeguarding. Please note that candidates must be able to describe the responsibilities (plural) 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. There is no requirement to do multiple organisations for P7.

Finally, M1 can be completed as a stand-alone task. In order to achieve M1 candidates must be able to **describe** how signs of abuse may be misinterpreted; using two examples of how a sign of abuse may be linked to more than one type of abuse. Candidates could also refer to how signs of incidents/accidents/illness can also be misinterpreted as signs of abuse.

Supporting you

Post-results services

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 weekly roundup 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 on the relevant subject page on our [website](#) or visit [OCR professional development](#).

Signed up for ExamBuilder?

ExamBuilder is the question builder platform for a range of our GCSE, A Level, Cambridge Nationals and Cambridge Technicals qualifications. [Find out more](#).

ExamBuilder is **free for all OCR centres** with an Interchange account and gives you unlimited users per centre. We need an [Interchange](#) username to validate the identity of your centre's first user account for ExamBuilder.

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.

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

 **ocr.org.uk/qualifications/resource-finder**

 **ocr.org.uk**

 **/ocrexams**

 **/ocrexams**

 **/company/ocr**

 **/ocrexams**

We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.



Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation’s website for a direct search.



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2022 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up to date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

You can copy and distribute this resource freely if you keep the OCR logo and this small print intact and you acknowledge OCR as the originator of the resource.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

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