

CAMBRIDGE TECHNICALS LEVEL 2 (2016)

Moderators' report

HEALTH AND SOCIAL CARE

05890, 05880, 05881

Summer 2023 series

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Introduction

Our moderators' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

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.

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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 students develop a broad range of knowledge, skills and behaviours that will help to progress onto a Level 3 qualification, if this is the route they choose.

More centres have registered for the Diploma this year than in previous years. Centres can either follow a childcare assistant pathway or an adult care assistant pathway. A 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 DVD 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 and leaflets.

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

Some centres needed prompting to complete the meaningful employer involvement centre plan (MEI) however all produced evidence of links with settings/employers. The centre plan document is available [here](#).

Moving forward 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.

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.

When completing evidence for moderated 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 grading 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.

Comments on Units 3 and 4 are below.

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 followed on with M1 and candidates described at least two benefits and at least two barriers of person-centred care. The majority of evidence seen was written for these two tasks.

Assessment for learning



It may help candidates if the [Command verbs definitions](#) resource is shared with them to support their understanding of the demands and requirements of command verbs given in each criteria in a unit.

P2 requires candidates to summarise the 6 C's of care. Many candidates chose to do this in a table/chart. Other assessment methods such as a poster or a display piece 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 impacts.

P4 is a 'doing' task and candidates must demonstrate person-centred values when working with individuals. A witness statement, completed by the teacher or an equivalent will suffice as evidence for P4 and witness statements are provided on the subject pages on the OCR website in the Administration section. 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' and P6 is a 'describe' and this can 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.

Assessment for learning



The delivery guide for Unit 3 includes links to case studies that could help candidates identify what personal budgets cannot cover. The delivery guides can be found on the subject pages of the OCR website in the planning and teaching section.

D1 requires candidates to reflect on 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 ten 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.

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 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 enough 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.

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 available on the CPD Hub on OCR's website.

Training is also available for L2. Please also note that an advisory call can be requested, provided the first visiting moderation has not taken place.

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