

Cambridge Technicals

Health and Social Care

Level 3 - Moderated

Health and Social Care Certificate/Extended Certificate/Foundation
Diploma/Diploma/Extended Diploma - **05830-05833, 05871 (2016 suite)**

OCR Report to Centres September 2018

About this Examiner Report to Centres

This report on the 2018 Summer assessments aims to highlight:

- areas where students were more successful
- main areas where students may need additional support and some reflection
- points of advice for future examinations

It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

The report also includes links and brief information on:

- A reminder of our **post-results services** including **reviews of results**
- Link to **grade boundaries**
- **Further support that you can expect from OCR**, such as our CPD programme

Reviews of results

If any of your students' results are not as expected you may wish to consider one of our Reviews of results services. For full information about the options available visit the [OCR website](#). If University places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications: <http://www.ocr.org.uk/administration/stage-5-post-results-services/enquiries-about-results/service-2-priority-service-2-2a-2b/>

Grade boundaries

Grade boundaries for this, and all other assessments, can be found on the [OCR website](#) .

Further support from OCR



Attend one of our popular CPD courses to hear exam feedback directly from a senior assessors or drop in to an online Q&A session.

<https://www.cpdhub.ocr.org.uk>

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Overview:

With the GCE Health and Social Care qualification coming to an end this summer, many centres launched the 2016 Cambridge Technical in September 2017. The qualification has now been running for two years and many centres saw the first cohort certification. Data is not yet available on how well Cambridge Technical 2016 performed however, it is hoped this information will be released early in the Autumn term.

The option to move up or down the size of qualification appealed to many centres, with many settling on delivering the Extended Certificate in the first year, with a view to completing a Diploma in the second year. Others looking for a single GCE replacement product began delivering the Certificate in the first year with a view to completing an Extended Certificate in the second year.

The need to complete externally assessed units, meant many centres delayed the delivery of moderated units, opting instead to deliver Unit 2 or Unit 3 in the first term. As a result, very little evidence was available to moderate until May/June. Those centres also delivering 2012 Cambridge Technical used both moderation visits however some 2016 only centres, in their first year of delivery, opted for just one moderated visit within the academic year. All centres are entitled to two moderation visits within the course of the academic year however visits cover both Level 2 and Level 3 and 2012 and 2016 qualifications. Visits are on demand and centres are advised that where possible both should be utilised, as queries and concerns can also be dealt with at the same time.

Two major changes to the qualification were announced in 2017/2018.

The first was the extra resit opportunity. This decision affected **only** the 2016 suite of Level 3 Cambridge Technical qualifications included on the 2018 performance tables. This change, announced by the DfE on 26 January 2018, meant candidates due to complete KS5 in the summer of 2018 **only** were allowed an additional resit opportunity in June 2018. The best result from the sittings was used to calculate the final grade.

The second was the introduction of the near-pass grade. The previous rules for L3 Cambridge Technicals stated candidates must pass every unit to achieve the overall qualification. With the introduction of the near-pass unit grade for the external assessments, students can now achieve the overall qualification if they obtain at least:

- A near-pass grade for the externally assessed units
- A pass grade for all the internally assessed units

Further information is available at <https://www.ocr.org.uk/administration/support-and-tools/siu/cambridge-technicals-near-pass-260418/>

It is important to mention the use of model assignments, as these are available for mandatory moderated units only. The assessment methods suggested within each assignment are optional and a flexible approach should be taken by centres, allowing other methods to be used if more applicable to their learners.

General Comments

The majority of moderated units have now been seen by visiting moderators and a bank of exemplar assignments is beginning to form. Christmas 2017 saw the launch of exemplar assignments, initially in Interchange but now also available on the public website.

The majority of centres have attempted to complete Unit 1: Building positive relationships, no matter what size qualification they had opted to do. At Certificate level, Unit 1 is the only moderated unit. At Extended Certificate level, Unit 1 plus two optional units are moderated. Unit 5: Infection Control is a mandatory moderated unit for all Diploma size qualifications. Unit 12: Promoting Positive Behaviour and Unit 14: The impact of long-term physiological conditions are the synoptic units and also mandatory at different sizes of qualification. Please note Unit 12 is not an option for those completing the Foundation Diploma (540glh) only. It is essential that when putting together a programme of units, centres check the relevant handbook to ensure that the units they are planning on delivering are available at the size of qualification they have chosen.

There is limited choice of 30glh units. In total there are currently three and again not all are available for all sizes of qualification. If time and resources allow, centres have the option of delivering another 60glh unit instead of a 30glh unit, however only half the points will be used to make up the full qualification. To clarify, if a learner achieved a PASS in a 60glh unit (equivalent to 14 points), then half of the points (7 points) would count towards the full qualification.

When completing evidence for coursework 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.

Learners have performed well in moderated units and a wide range of assessment evidence has been seen. The majority of centres have delivered the teaching content as it appears in the specification. It should be noted that not all teaching content is reflected in the assessment grid. There is a significant difference between the amount of information that should be delivered to meet the teaching content and the evidence that needs producing to meet the assessment grid.

The teaching content guides what must be delivered by the teacher. If content follows an ie it must be covered/included. However any content that follows an eg is optional and can be adapted.

Comments on Individual Units

Please note, not all assessment criteria for each unit will be referred to. There are 19 coursework units in total. The four mandatory units (at different sizes of qualification) have been covered below.

Unit 1: Building positive relationships in health and social care

P1 asks learners to explain different types of relationships that can be built in health, social care or child care environments. The command verb is explain, which requires detail covering the how and why. At least two types of relationship should be explained and at least two environments must be used. Learners can use two health, social care or childcare environments from the same sector.

M1 requires learners to analyse the role that context plays in different relationships in health, social care and childcare environments. Again, learners must ensure they address the command verb 'analyse' and use the teaching content to interpret the word 'context'. The word 'and' in the final part of the assessment criteria has caused some confusion. To clarify, at least two environments should be covered; there is no need to cover three sectors.

For P2 learners must explain factors that can influence the building of positive relationships in health, social care or childcare environments. Whilst the teaching content guides what factors must be delivered in the classroom in terms of types and examples, learners are required to explain at least two. 'At least two' means two examples of factors (eg eye contact and lighting) not the whole of the content for at least two types of factor eg communication and cultural. Again, as with P1 and in fact all assessment criteria except P4 and P5, at least two environments must be covered/used.

P3 requires learners to explain strategies to ensure a person-centred approach in health, social care or childcare environments. At least two strategies must be explained.

P4 and P5 are practical tasks, which require the learner to do something. Learners must demonstrate effective communication skills in a one to one and group interaction to build a positive relationship in a health, social care or childcare environment. Only one environment is required and many may choose to use interactions from work placement. Both interactions must be **effective** and therefore if a witness statement is used as the assessment method, there must be reference to this.

When learners address M3 they must review the effectiveness of the communication skills used during both interactions rather than just the one to one or group.

D1 is very much a stand-alone task. Learners must justify the use of reflective practice to ensure interactions build positive relationships in health, social care or childcare environments. There is no requirement to reflect further on their own interactions but instead to justify the use of the concept of reflective practice.

Unit 5: Infection Control

P1 relates to 1.1 and 1.2 of the teaching content and all common terms should be described. P2 asks learners to explain how risks associated with poor infection control are different for different health and social care environments. At least two risks should be explained and there should be application to at least two environments.

P4 asks learners to outline the ways in which infection can be transmitted from one body to another. Whilst the command verb is 'to outline', much of the information in 2.1 of the teaching content should be covered.

Learners need to demonstrate at least two methods used to prevent the spread of infection in order to address P5. This could be evidenced through the use of witness statements.

In P7, learners are asked to explain the purpose of protective clothing in controlling the spread of infection. The emphasis should be on the purpose of the protective clothing rather than naming different types of protective clothing.

D1 requires learners to analyse the effectiveness of immunisation in controlling infection. Good practice would be for learners to back up their opinions with evidence from research/statistics to give greater validity to what they argue.

P8 requires learners to state a range of methods of monitoring to ensure adequate cleaning. The command verb lends itself to poster or leaflet work however; learners must focus in on the term 'methods of monitoring' rather than 'methods of cleaning'.

There have been some queries over the following two criteria: P10: Explain the importance of following policies and procedures to ensure effective infection control and M4: Explain the purpose of policies and procedures in promoting good standards of infection control. Guidance has been to merge the two criteria together as one task and to ensure that when explaining the purpose of policies and procedures, reference is also made to the importance.

Unit 12: Promote positive behaviour

As stated previously this unit is a synoptic unit, which draws together knowledge and understanding from other units. As such, it is advisable to cover this unit towards the end of the qualification.

P1, P2 and P4 are all practical tasks where learners need to demonstrate skills. Each could be evidenced through the use of witness statements or video evidence.

M1 and M2 both require the learner to 'assess' and that requires learners to form an opinion and provide a judgement. The command verb assess is usually addressed through continuous prose.

M3 and D1 ask the learner to evaluate and this in turn means both sides should be presented, whether that is advantages and disadvantages or strengths and weaknesses. A conclusion would be expected.

When producing evidence to address P5, describe legislation related to promoting positive behaviour, the content should relate to 4.1 of the teaching content. At least two pieces of legislation should be described.

Unit 14: The impact of long-term physiological conditions

As stated previously this unit is a synoptic unit, which draws together knowledge and understanding from other units. As such, it is advisable to cover this unit towards the end of the qualification.

P1 requires learners to summarise types of long-term physiological conditions. The teaching content identifies five different types and all should be covered as a summary is asked for.

P2, P3 and M1 could be blended together in one task. The information provided in the teaching content 1.2, 1.3 and 1.4 should form the basis of the evidence. Learners could select at least two long-term physiological conditions for this and may continue to use the same conditions for P4, P6 and P7.

P5 requires learners to describe two possible ways of monitoring a long-term physical condition. Please note, this is one condition only and the emphasis is on 'ways of monitoring', as outlined in 2.2 of the teaching content.

Learners could use a case study or a blog as the basis for M2: analyse the impact of current monitoring and treatment of long-term physiological conditions on an individual's life. The impact can extend beyond the physical impact and consider other areas of PIES (physical, intellectual, emotional and social).

When completing evidence for P8 learners should describe services that best support the needs of two individual's, each who has a long-term physiological condition. M3 however focuses on one individual and one long-term physiological condition. Learners must analyse local service provision available for an individual with a long-term physiological condition.

Learning Objective 4 requires learners to know about end of life care. P11 asks candidates to describe at least two strategies and at least two frameworks available to support individuals in the terminal stages of long-term physiological conditions. This assessment criteria relates to 4.1 and 4.2 of the teaching content.

Sector Update

July 2018 saw the certification of the first two year cohort for Cambridge Technical 2016. Formal statistics showing overall qualification performance are due to be released in Autumn 2018.

Training events have now been planned and dates released on the CPD Hub. The introduction of webinars should ease the pressure on those who cannot get teacher release.

The assignment checker service has been used significantly more in the last year. It is encouraging to see that centres are keen to create scenarios and context to address the assignment criteria.

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