

Cambridge TECHNICALS LEVEL 3

HEALTH AND SOCIAL CARE

Cambridge
TECHNICALS
2016

DIPLOMA SUITE QUALIFICATION HANDBOOK

OCR Level 3 Cambridge Technical Foundation Diploma
in Health and Social Care (05832)

OCR Level 3 Cambridge Technical Diploma in Health
and Social Care (05833)

OCR Level 3 Cambridge Technical Extended Diploma in
Health and Social Care (05871)

First teaching from September 2016

Version 5 - December 2018



About this handbook

The information we've provided in this handbook is correct at the time we produced it. Occasionally we may update it so please check the qualification [webpages](#) for the most up-to-date information.

Staff involved in delivering these qualifications must have access to and understand the requirements in this handbook.

For information on how to administer these qualifications please follow the link to OCR's Administration area, <http://www.ocr.org.uk/administration/>. You'll find all the details about how the qualifications run, what you need to do and when. It covers everything from becoming an OCR centre, to making entries, claiming certificates, special arrangements and contacting us for advice.

About us

OCR is a leading UK awarding body we're part of the Cambridge Assessment Group, a department of the University of Cambridge.

We are a not-for-profit organisation so success is measured through the impact and reach of our activities and the scale of our contribution to helping people realise their aspirations.

We work in partnership with teachers, employers, higher education and government to develop general and vocational qualifications that will equip students of all abilities, with the knowledge and skills they need to reach their full potential.

Thank you

We've worked with centres, employers and higher education institutions to design these qualifications.

Thank you to everyone who provided support and feedback as we developed the new Cambridge Technicals in Health and Social Care. Particular thanks go to those of you who helped us shape these qualifications by so generously giving your own time to share your advice and experiences.

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1 Qualifications overview

Size and purpose at a glance

This suite is made up of five qualifications and they share some common units.

Units 2, 3, 4, 6, 7 and 25 are assessed by exam and marked by us.

The remaining units are internally assessed by your centre staff and moderated by OCR.

OCR Level 3 Cambridge Technical Certificate in Health and Social Care

180 GLH
equivalent
to one AS
level in
terms of
size

- Mandatory units - 3 x 60 GLH of which two units are externally examined and one is centre-assessed and moderated by OCR.

It will provide learners with the opportunity, through applied learning, to develop core principles and specialist knowledge and understanding required in the health and social care sector.

OCR Level 3 Cambridge Technical Extended Certificate in Health and Social Care

360 GLH
equivalent
to one A
level in
terms of
size

- Mandatory units - 3 x 60 GLH, 1 x 90 GLH and an appropriate combination of 30 GLH and 60 GLH units.
- Three externally examined units and the rest are centre assessed and moderated by OCR.

It will provide learners with the opportunity, through applied learning, to develop the core specialist knowledge, skills and understanding required in the health and social care sector.

OCR Level 3 Cambridge Technical Foundation Diploma in Health and Social Care

540 GLH
equivalent
to one and
a half A
levels in
terms of
size

- Mandatory units - 6 x 60 GLH, 1 x 90 GLH and an appropriate combination of 30 GLH and 60 GLH units.
- Four externally examined units and the rest are centre assessed and moderated by OCR.

It will provide learners with the opportunity to develop broad knowledge, skills and understanding required by the Health and Social Care sector and to develop further skills.

OCR Level 3 Cambridge Technical Diploma in Health and Social Care

720 GLH
equivalent
to two A
levels in
terms of
size.

- Mandatory units - 6 x 60 GLH, 1 x 90 GLH and an appropriate combination of 30 GLH and 60 GLH units.
- Five externally examined units and the rest are centre assessed and moderated by OCR

It will provide learners with the opportunity to develop a breadth and depth of knowledge, skills and understanding required by the Health and Social Care sector.

OCR Level 3 Cambridge Technical Extended Diploma in Health and Social Care

1080 GLH
equivalent
to three A
levels in
terms of
size

- Mandatory units - 1 x 120 GLH, 1 x 90 GLH and 8 x 60 GLH unit and an appropriate combination of 30 GLH and 60 GLH units.
- Six externally examined units and the rest are centre assessed and moderated by OCR.

It will provide learners with the opportunity, through applied learning, to develop skills, knowledge and understanding required by the Health and Social Care sector as well as some academic skills to support further learning

You'll find the units and supporting documents for these qualifications on our website.

OCR Level 3 Cambridge Technical Foundation Diploma in Health and Social Care at a glance

| | | | |
|---------------------------------------|------------------|--------------------------------|--|
| Qualification number | 601/7061/X | OCR Entry code | 05832 |
| First registration date | 01/09/16 | Approved age range | 16–18, 19+ |
| Guided Learning Hours (GLH) | 540 | UCAS points | You'll find further information on the UCAS website . |
| Total Qualification Time (TQT) | 717 | Performance information | See section 2 performance information . |
| Exam sessions each year | January and June | Eligible for funding | It's designed to meet the funding requirements of a 16–19 study programme. |

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| Entry requirements | There are no formal entry requirements for this qualification. It is recommended that learners have or are working towards a grade 4/grade C or above in Maths and English GCSEs. |
| This qualification has been designed | <ul style="list-style-type: none"> • for learners who are on a 16–19 study programme • to meet the Department for Education's characteristics for an Applied General qualification. |
| This qualification is suitable for learners | <ul style="list-style-type: none"> • who want to progress into health and social care-related apprenticeships • who want to gain a level 3 qualification to support further study in Further Education (FE) • who want to progress to Higher Education (HE) in Health and Social Care. |

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| Qualification structure | To achieve this qualification, learners must achieve a total of 9 or 10 units consisting of 7 mandatory units and 2 or 3 optional units. |
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| Assessment method/model | Units 2, 3, 4 and 7 are assessed by exam and marked by us. Unit 14 is assessed by an assignment set by us, internally assessed by your centre staff and we'll externally moderate it. Your centre staff will internally assess all other units and we'll externally moderate them. |
| Grading | <p>Examined units are graded Near-Pass, Pass, Merit and Distinction.</p> <p>Internally assessed units are graded Pass, Merit and Distinction.</p> <p>This qualification is graded: PP, PM, MM, MD, DD, DD*, D*D*.</p> |

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| Examination resits | Learners can resit an examined unit twice before they complete the qualification. |
| Repeat submission of learners work | <p>If you and the learner feel they haven't performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment.</p> <p>You must follow our requirements on authenticity and feedback in section 8.</p> |

Statement of purpose

Who is the OCR Level 3 Cambridge Technical Foundation Diploma in Health and Social Care for?

The Level 3 Foundation Diploma in Health and Social Care has been developed for learners aged 16+, who want to develop and apply their skills, knowledge and understanding in health, social care and child care.

This qualification isn't about teaching learners how to care for babies or the elderly and the ill however; it will provide learners with the skills, knowledge and understanding that will allow them to progress onto Higher Education on a health and social care-related programme such as Health and Social Care, Nursing, Social Work or Early Childhood Studies. Learners will learn by applying their skills, knowledge and understanding to tasks or activities that are relevant to what happens in health, social care and child care workplaces. Having an appreciation of what happens in the workplace will also help to prepare learners for continuing their education in this sector. We have worked with universities and employers who have helped us include the transferable skills, knowledge and understanding that they are looking for in prospective applicants.

The qualification is designed to be taken as part of a study programme alongside other Vocational Qualifications or A-Levels, such as Cambridge Technicals in Science, A-Level Biology, A-Level Physics or Cambridge Technicals in Engineering.

Learners will take 9 – 10 units, made up of mandatory and optional units.

Everybody will study the following mandatory units:

- Building positive relationships in health and social care
- Equality, diversity and rights in health and social care
- Health, safety and security in health and social care
- Anatomy and physiology for health and social care
- Infection control
- Safeguarding
- The impact of long-term physiological conditions

These units will give learners an understanding of health and social care within the wider contexts of different environments and settings where care takes place, the importance of effective communication in health and social care, the importance of legislation in health and social care and how to deliver a person-centred approach in the care you give. Learners will also develop transferable skills such as communication skills as well as research, planning and organisation.

Learners will then select additional units from a range of 11 optional units. These optional units will give learners a broad appreciation of the workplace environment while allowing them to develop their own sector of interest through their choice of optional units. All units have been written to reflect current health and social care practice and will help learners to develop:

- knowledge and understanding of a range of long term conditions, mental health needs and other disabilities;
- transferrable skills necessary to support individuals who require care and support;
- ability to learn in work-related contexts;
- skills for independent learning and development.

IS THIS QUALIFICATION RIGHT FOR MY LEARNERS?

This qualification is part of a suite of Cambridge Technicals in Health and Social Care at Levels 2 and 3 with the Level 2 qualifications designed for learners who are 16 years old or over and aren't yet ready to undertake a Level 3 study programme, but wish to study and/or be employed in the health and social care sector. It is recommended that learners starting this qualification will have achieved health and social care qualifications for example GCSEs in sciences at grade 4/grade C or above or level 2 vocational qualifications, e.g. OCR Level 2 Cambridge National in Health and Social Care. It is also recommended that they have grade 4/grade C or above in Maths and English GCSE.

There are five sizes of qualification available within the OCR Level 3 Cambridge Technicals in Health and Social Care suite:

OCR Level 3 Cambridge Technical Certificate in Health and Social Care

OCR Level 3 Cambridge Technical Extended Certificate in Health and Social Care

OCR Level 3 Cambridge Technical Foundation Diploma in Health and Social Care

OCR Level 3 Cambridge Technical Diploma in Health and Social Care

OCR Level 3 Cambridge Technical Extended Diploma in Health and Social Care

The Certificate is an Applied General qualification and takes 180 guided learning hours to deliver which means it is equivalent to half an A Level. Taking the Certificate would give learners an introduction to the health and social care sector and would support other vocational or academic qualifications with a view to progress to higher education or further study.

The Extended Certificate is an Applied General qualification and takes 360 guided learning hours to deliver which means it is equivalent to one A Level. Taking the Extended Certificate alongside other vocational or academic qualifications would allow learners to study health and social care, or another related sector, in higher education or further study.

The Foundation Diploma in Health and Social Care is an Applied General qualification which is the same size as one and a half GCE A levels. It should fill approximately one half of a learner's timetable. Taking the Foundation Diploma will provide learners with essential underpinning knowledge and practical skills which compliment a study programme containing other health and social care related qualifications in a broad context which could be applied to other vocational sectors such as sport or science.

The Level 3 Diploma in Health and Social Care is an Applied General qualification which is the same size as two GCE A levels. It should fill approximately two thirds of a learner's timetable. This allows for the study of other, supporting, Vocational Qualifications or A-Levels, such as A-Level Biology, A-Level Psychology or Cambridge Technicals in Engineering.

The Level 3 Extended Diploma in Health and Social Care is an Applied General qualification which is the same size as three GCE A Levels. It will form a learner's complete two year study programme. The Extended Diploma provides a broad understanding and skill set related to Health and Social Care, and the academic skills required to support progression into higher education in a range of health and social care or related qualifications.

The Foundation Diploma provides essential underpinning knowledge and practical skills which compliment a study programme containing other health and social care related qualifications in a broad context which could be applied to other vocational sectors such as sport or science. The larger Diploma expands on these fundamental skills by applying knowledge and understanding to proactive approaches to care and additional support services as well as giving a broader understanding of the health and social care sector.

OCR Level 3 Cambridge Technical Diploma in Health and Social Care at a glance

| | | | |
|---------------------------------------|------------------|--------------------------------|--|
| Qualification number | 601/7062/1 | OCR Entry code | 05833 |
| First registration date | 01/09/16 | Approved age range | 16–18, 19+ |
| Guided Learning Hours (GLH) | 720 | UCAS points | You'll find further information on the UCAS website . |
| Total Qualification Time (TQT) | 946 | Performance information | See section 2 performance information . |
| Exam sessions each year | January and June | Eligible for funding | It's designed to meet the funding requirements of a 16–19 study programme. |

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| Entry requirements | There are no formal entry requirements for this qualification. It is recommended that learners have or are working towards a grade 4/grade C or above in Maths and English GCSEs. |
| This qualification has been designed | <ul style="list-style-type: none"> • for learners who are on a 16–19 study programme • to meet the Department for Education's characteristics for an Applied General qualification. |
| This qualification is suitable for learners | <ul style="list-style-type: none"> • who want to progress into health and social related apprenticeships • who want to gain a level 3 qualification to support further study in Further Education (FE) • who want to progress to Higher Education (HE) in health and Social Care |

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| Qualification structure | To achieve this qualification, learners must complete a total of 12 or 13 units consisting of 7 mandatory units and a minimum of 1 core optional unit and the remaining units from the core/optional units. |
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| Assessment method/model | Units 2, 3, 4, 6 and 7 are assessed by exam and marked by us. Units 12 and 14 are assessed by an assignment set by us, internally assessed by your centre staff and we'll externally moderate it. Your centre staff will internally assess all other units and we'll externally moderate them. |
| Grading | Examined units are graded Near-Pass, Pass, Merit and Distinction. Internally assessed units are graded Pass, Merit and Distinction. The qualification is graded PP, PM, MM, MD, DD, DD*, D*D* |

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| Examination resits | Learners can resit an examined unit twice before they complete the qualification. |
| Repeat submission of learners work | If you and the learner feel they haven't performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. You must follow our requirements on authenticity and feedback in section 8. |

Statement of purpose

Who is the **OCR Level 3 Cambridge Technical Diploma in Health and Social Care** for?

The Level 3 Diploma in Health and Social Care has been developed for learners aged 16+, who want to develop and apply their skills, knowledge and understanding in health, social care and child care.

This qualification isn't about teaching learners how to care for babies or the elderly and the ill however; it will provide them with the skills, knowledge and understanding that will allow them to progress onto Higher Education on a health and social care-related programme such as Health and Social Care, Nursing, Social Work or Early Childhood Studies. Learners will learn by applying their skills, knowledge and understanding to tasks or activities that are relevant to what happens in health, social care and child care workplaces and learners will also learn how to be proactive in promoting healthy lifestyles and supporting individuals within the sector. Having an appreciation of what happens in the workplace will also help to prepare learners for continuing their education in this sector. We have worked with universities and employers who have helped us include the transferable skills, knowledge and understanding that they are looking for in prospective applicants.

The qualification is designed be the core of a learner's study programme, with other Vocational Qualifications or A-Levels, such as A-Level Biology, A-Level Psychology or Cambridge Technicals in Engineering being taken alongside it in support.

Learners will take 12 or 13 units, made up of mandatory and optional units.

Everybody will study the following mandatory units:

- Building positive relationships in health and social care
- Equality, diversity and rights in health and social care
- Health, safety and security in health and social care
- Anatomy and physiology for health and social care
- Infection control
- Personalisation and a person-centred approach to care
- Safeguarding

These units will give learners an understanding of health and social care within the wider contexts of different environments and settings where care takes place, the importance of effective communication in health and social care, the importance of legislation in health and social care and the principles behind the person-centred approach to care and how this is applied in the workplace. Learners will also develop transferable skills such as communication skills as well as research, planning and organisation.

Learners will then select additional units from a range of 17 optional units, at least one of which needs to be from a choice of two core units, Unit 12 Promote positive behaviour and Unit 14 The impact of long-term physiological conditions. These optional units will give learners a broad appreciation of workplace practices and a broad understanding of the types of people that access care and support services and how they can be put at the heart of the care and support they receive.

All units have been written to reflect current health and social care practice and will help learners to develop:

- broad knowledge and understanding of a range of long term conditions, mental health needs and other disabilities and an appreciation of the impacts of living with these;
- ability to be proactive in helping to improve the lives of individuals who require care and support;
- transferrable skills necessary to support individuals who require care and support;
- knowledge and understanding of how strategies to promote healthy lifestyles and positive behaviour are applied in the workplace
- ability to learn in work-related contexts;
- skills for independent learning and development.

IS THIS QUALIFICATION RIGHT FOR MY LEARNERS?

This qualification is part of a suite of Cambridge Technicals in Health and Social Care at Levels 2 and 3 with the Level 2 qualifications designed for learners who are 16 years old or over and aren't yet ready to undertake a Level 3 study programme, but wish to study and/or be employed in the health and social care sector. It is recommended that learners starting this qualification will have achieved health and social care qualifications for example GCSEs in sciences at grade 4/grade C or above or level 2 vocational qualifications, e.g. OCR Level 2 Cambridge National in Health and Social Care. It is also recommended that they have grade 4/grade C or above in Maths and English GCSE.

There are five sizes of qualification available within the OCR Level 3 Cambridge Technicals in Health and Social Care suite:

OCR Level 3 Cambridge Technical Certificate in Health and Social Care

OCR Level 3 Cambridge Technical Extended Certificate in Health and Social Care

OCR Level 3 Cambridge Technical Foundation Diploma in Health and Social Care

OCR Level 3 Cambridge Technical Diploma in Health and Social Care

OCR Level 3 Cambridge Technical Extended Diploma in Health and Social Care

The Certificate is an Applied General qualification and takes 180 guided learning hours to deliver which means it is equivalent to half an A Level. Taking the Certificate would give learners an introduction to the health and social care sector and would support other vocational or academic qualifications with a view to progress to higher education or further study.

The Extended Certificate is an Applied General qualification and takes 360 guided learning hours to deliver which means it is equivalent to one A Level. Taking the Extended Certificate alongside other vocational or academic qualifications would allow learners to study health and social care, or another related sector, in higher education or further study.

The Foundation Diploma in Health and Social Care is an Applied General qualification which is the same size as one and a half GCE A levels. It should fill approximately one half of a learner's timetable. Taking the Foundation Diploma will provide learners with essential underpinning knowledge and practical skills which compliment a study programme containing other health and social care related qualifications in a broad context which could be applied to other vocational sectors such as sport or science.

The Level 3 Diploma in Health and Social Care is an Applied General qualification which is the same size as two GCE A levels. It should fill approximately two thirds of a learner's timetable. This allows for the study of other, supporting, Vocational Qualifications or A-Levels, such as A-Level Biology, A-Level Psychology or Cambridge Technicals in Engineering.

The Level 3 Extended Diploma in Health and Social Care is an Applied General qualification which is the same size as three GCE A Levels. It will form a learner's complete two year study programme. The Extended Diploma provides a broad understanding and skill set related to Health and Social Care, and the academic skills required to support progression into higher education in a range of health and social care or related qualifications.

The Diploma provides a broad understanding and skill set to progress to higher education in a range of health and social care or related qualifications. Learners may also seek employment in the health and social care sector or a related industry.

OCR Level 3 Cambridge Technical Extended Diploma in Health and Social Care at a glance

| | | | |
|---------------------------------------|------------------|--------------------------------|--|
| Qualification number | 603/0381/5 | OCR Entry code | 05871 |
| First registration date | 01/09/16 | Approved age range | 16–18, 19+ |
| Guided Learning Hours (GLH) | 1080 | UCAS points | You'll find further information on the UCAS website . |
| Total Qualification Time (TQT) | 1420 | Performance information | See section 2 performance information . |
| Exam sessions each year | January and June | Eligible for funding | It's designed to meet the funding requirements of a 16–19 study programme. |

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| Entry requirements | There are no formal entry requirements for this qualification. It is recommended that learners have or are working towards a grade 4/grade C or above in Maths and English GCSEs. |
| This qualification has been designed | <ul style="list-style-type: none"> for learners who are on a 16–19 study programme to meet the Department for Education's characteristics for an Applied General qualification. |
| This qualification is suitable for learners | <ul style="list-style-type: none"> who want to progress into Health and Social Care-related apprenticeships who want to gain a level 3 qualification to support further study in Further Education (FE) who want to progress to Higher Education (HE) in Health and Social Care-related degree programmes |

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| Qualification structure | Learners must achieve a total of 17 or 18 units consisting of 10 mandatory units and the remaining units from the optional units. |
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| Assessment method/model | <p>Units 2, 3, 4, 6, 7 and 25 are assessed by exam and marked by us.</p> <p>Units 12 and 14 are assessed by an assignment set by us, internally assessed by your centre staff and we'll externally moderate it.</p> <p>Your centre staff will internally assess all other units and we'll externally moderate them.</p> |
| Grading | <p>Examined units are graded Near-Pass, Pass, Merit and Distinction. Internally assessed units are graded Pass, Merit and Distinction.</p> <p>The qualification is graded</p> <p>PPP, MPP, MMP, MMM, DMM, DDM, DDD, D*DD, D*D*D, D*D*D*</p> |

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| Examination resits | Learners can resit an examined unit twice before they complete the qualification. |
| Repeat submission of learners work | If you and the learner feel they haven't performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. |

Statement of purpose

Who is the **OCR Level 3 Cambridge Technical Extended Diploma in Health and Social Care** for?

The Level 3 Extended Diploma in Health and Social Care has been developed for learners aged 16+, who want to develop and apply their skills, knowledge and understanding in health, social care and child care.

This qualification isn't about teaching learners how to care for babies or the elderly and the ill, however; it will provide learners with the skills, knowledge and understanding that will allow them to progress onto a Health and Social Care-related Apprenticeship or Higher Education on a health and social care-related programme such as Health and Social Care, Nursing, Social Work or Early Childhood Studies.

Learners will learn by applying their skills, knowledge and understanding to tasks or activities that are relevant to what happens in health, social care and child care workplaces, as well as in academic settings, and they will also learn how to be proactive in promoting healthy lifestyles and supporting individuals within the sector. Having an appreciation of what happens in the workplace will also help to prepare learners for continuing their education in this sector. We have worked with universities and employers who have helped us include the transferable skills, knowledge and understanding that they are looking for in prospective applicants.

The qualification is designed to fill a complete two-year study programme.

Learners will take 17 or 18 units, made up of mandatory and optional units.

Everybody will study the following mandatory units:

- Building positive relationships in health and social care
- Equality, diversity and rights in health and social care
- Health, safety and security in health and social care
- Anatomy and physiology for health and social care
- Infection control
- Personalisation and a person-centred approach to care
- Safeguarding
- Promote positive behaviour
- The impact of long-term physiological conditions
- Research methods in health, social care and childcare

These units will give learners an understanding of health and social care within the wider contexts of different environments and settings where care takes place, the different individuals that learners might meet and care for or support, the importance of effective communication in health and social care, the importance of legislation in health and social care and the principles behind the person-centred approach to care and how this is applied in the workplace. Learners will also develop transferable skills such as communication skills, research and investigative skills, planning and organisation.

Learners will then select additional units from a range of 15 optional units. These optional units will give learners an appreciation of workplace practices and an understanding of how to promote and support a healthy and active lifestyle.

All units have been written to reflect current health and social care practice and will help learners to develop:

- knowledge and understanding of a range of long term conditions, mental health needs and other disabilities and an appreciation of the impacts of living with these
- an ability to be proactive in helping to improve the lives of individuals who require care and support
- transferrable skills necessary to support individuals who require care and support
- knowledge and understanding of how strategies to promote healthy lifestyles and positive behaviour are applied in the workplace
- an ability to learn in work-related contexts
- understanding of research in health and social care including why and how it is conducted
- skills for independent learning and development.

IS THIS QUALIFICATION RIGHT FOR MY LEARNERS?

This qualification is part of a suite of Cambridge Technicals in Health and Social Care at Levels 2, 3 and 4, with the Level 2 qualifications designed for learners who are 16 years old or over and aren't yet ready to undertake a Level 3 study programme, but wish to study and/or be employed in the health and social care sector and the level 4 being aimed at learners aged 18 plus, preferably already employed within the sector. It is recommended that learners starting this qualification will have achieved health and social care qualifications for example GCSEs in sciences at grade C or above or level 2 vocational qualifications, e.g. OCR Level 2 Cambridge National in Health and Social Care. It is also recommended that they have grade C or above in Maths and English GCSE.

There are five sizes of qualification available within the OCR Level 3 Cambridge Technicals in Health and Social Care suite:

OCR Level 3 Cambridge Technical Certificate in Health and Social Care

OCR Level 3 Cambridge Technical Extended Certificate in Health and Social Care

OCR Level 3 Cambridge Technical Foundation Diploma in Health and Social Care

OCR Level 3 Cambridge Technical Diploma in Health and Social Care

OCR Level 3 Cambridge Technical Extended Diploma in Health and Social Care

The Certificate is an Applied General qualification and takes 180 guided learning hours to deliver which means it is equivalent to half an A Level. Taking the Certificate would give learners an introduction to the health and social care sector and would support other vocational or academic qualifications with a view to progress to higher education or further study.

The Extended Certificate is an Applied General qualification and takes 360 guided learning hours to deliver which means it is equivalent to one A Level. Taking the Extended Certificate alongside other vocational or academic qualifications would allow learners to study health and social care, or another related sector, in higher education or further study.

The Foundation Diploma in Health and Social Care is an Applied General qualification which is the same size as one and a half GCE A levels. It should fill approximately one half of a learner's timetable. Taking the Foundation Diploma will provide learners with essential underpinning knowledge and practical skills which compliment a study programme containing other health and social care related qualifications in a broad context which could be applied to other vocational sectors such as sport or science.

The Level 3 Diploma in Health and Social Care is an Applied General qualification which is the same size as two GCE A levels. It should fill approximately two thirds of a learner's timetable. This allows for the study of other, supporting, Vocational Qualifications or A-Levels, such as A-Level Biology, A-Level Psychology or Cambridge Technicals in Engineering.

The Level 3 Extended Diploma in Health and Social Care is an Applied General qualification which is the same size as three GCE A Levels. It will form a learner's complete two year study programme. The Extended Diploma provides a broad understanding and skill set related to Health and Social Care, and the academic skills required to support progression into higher education in a range of health and social care or related qualifications. You may also seek employment in the health and social care sector or a related industry.

2 About these qualifications

Introduction

This handbook contains what you need to know about the planning, delivery and assessment of these qualifications.

Information about the administration of these qualifications, including an overview, is available on our website www.ocr.org.uk/administration/.

Qualification size

The size of the qualification is described in terms of Guided Learning Hours (GLH) and Total Qualification Time (TQT).

GLH indicates the approximate time (in hours) that the learner will be supervised during any teaching, learning or assessment activities. We have worked with people who are experienced in delivering health and social care qualifications to determine what content needs to be taught and how long it will take to deliver.

TQT is comprised of two elements: GLH, and an estimate of the number of hours a learner will reasonably spend on any unsupervised learning or assessment activities (including homework) so they can successfully achieve their qualification.

GLH and TQT for each qualification is given in the 'At a glance' table in section 1.

How does it fit into a 16–19 study programme?

The Foundation Diploma (540 GLH) is designed for learners who want to gain a broad understanding and skills in a particular vocational area. The programme could be taken over one or two academic years.

The Diploma (720 GLH) is designed to be the substantive part of a 16–19 study programme. It can be complemented by other vocational or academic qualifications or non-qualification elements. (By non-qualification elements we mean tutorials, mentoring, work experience, sport, drama, extra-curricular activities, etc.).

The Extended Diploma (1080 GLH) is designed to be a two year study programme. Its size means it's ideal for learners wanting a full-time course that specialises in the health and social care sector and who intend to progress to higher education. It can be complemented by non-qualification elements.

You should make sure you tell learners the title and level of the qualification they've been entered for and that Oxford Cambridge and RSA Examinations (OCR) is the awarding body for their chosen qualification.

| | |
|---|--|
| Is there a learner entry requirement? | <p>No, to take these qualifications learners don't need any specific knowledge or skills related to the qualification.</p> <p>Learners should be aged 16 or over.</p> |
| Do learners need specific prior learning? | <p>No, but we do strongly recommend that they have or are working towards a grade 4/grade C or above in Maths and English GCSEs. However, this is at your discretion.</p> <p>We recommend you carry out an initial assessment to make sure learners are capable of reaching the required standards of the qualification they intend to work towards.</p> |
| How are these qualifications delivered? | <p>You're free to deliver these qualifications using any mode of delivery that meets the needs of your learners.</p> <p>Whichever mode of delivery you decide to use, you must make sure learners have appropriate access to the resources they will need to develop the skills, understanding and knowledge and to complete the assessments.</p> <p>We recommend you reference teaching and development of subject content and associated skills to real life situations, and case studies.</p> |
| What are the subject knowledge requirements for our centre staff? | <p>Tutors must have the relevant level of subject knowledge and skills to deliver these qualifications.</p> |
| Are there specific resource requirements for my centre? | <p>Yes, there are specific requirements for some units and we've detailed these in the individual units. For example, for Unit 14, The impact of long-term physiological conditions, learners will need access to case studies from authoritative sources.</p> <p>Health and safety</p> <p>Please also make sure your learners are provided with appropriate physical resources, such as protective equipment and/or clothing, wherever this is appropriate.</p> <p>You and your centre must take care and follow all health and safety requirements and quality assurance procedures specific to each practical activity. You must make sure the appropriate health and safety policies are in place for equipment used by learners, even if the equipment isn't specified in the unit content.</p> <p>Assessment</p> <p>Your centre must provide appropriate examination facilities for learners that comply with the Joint Council of Qualifications (JCQ) <i>Instructions for Conducting Examinations</i>.</p> |

| | |
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| How are these qualifications assessed? | <p>These qualifications are assessed using a combination of:</p> <ul style="list-style-type: none"> external assessment, which we set and mark internal assessment, where the tutor assesses learners' work which we externally moderate. |
| How are these graded? | <p>Each examined unit achieved will be graded Near-Pass, Pass, Merit or Distinction.</p> <p>Each internally assessed unit achieved will be graded as Pass, Merit, or Distinction.</p> <p>Learners who don't achieve at least a Near-Pass or a Pass in a unit will be unclassified.</p> <p>A learner must get at least:</p> <ul style="list-style-type: none"> a Near-Pass for each examined unit, and a Pass for each internally-assessed unit to be awarded the qualification they have entered for. <p>Qualifications are graded using a Pass, Merit, Distinction, Distinction* (and Unclassified) structure.</p> <p>You'll find full details about the rules for achieving a qualification and about grading in section 10 'How to calculate the qualification grade'.</p> |
| Availability and funding | <p>These qualifications are designed to meet the funding requirements of a 16–19 study programme and 19–23 entitlement.</p> <p>To check if these qualifications are approved for delivery and funding in your country you must visit the following websites for the latest information:</p> <p>England</p> <ul style="list-style-type: none"> Register of Regulated Qualifications – for England and Northern Ireland Department for Education Section 96 – for confirmation of the approval of qualifications to be delivered to specific age ranges. Education and Skills Funding Agency for funding education and training for children, young people and adults in England <p>Wales</p> <ul style="list-style-type: none"> Qualifications in Wales database (QiW) - for information on approved and designated qualifications in Wales including funding. <p>Use the Qualification Number (QN) when you're looking for information on qualification eligibility for public funding. If you have any queries about funding for these qualifications email us at funding@ocr.org.uk.</p> |

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| Delivery in Wales | <p>Learners in Wales shouldn't be disadvantaged by terms, legislation or aspects of government that are different from those in England.</p> <p>Where such situations might occur, we've used neutral terms so learners may apply whatever is appropriate and current to their own situation.</p> |
| Language | <p>These qualifications and any associated assessment materials are available in English only. Only answers provided in English will be assessed.</p> |
| Performance information | <p>We've designed these qualifications to meet the Department for Education requirements for qualifications in the Applied General category of the 16 to 19 performance tables.</p> <p>You'll find information on:</p> <ul style="list-style-type: none"> • performance tables for England on the Department for Education website • performance measures for Wales on Qualifications in Wales database (QiW). If you have any queries about this performance information then please email ims@wales.gsi.gov.uk. |
| Are these qualifications recognised in the UCAS tariff tables? | <p>Yes. You'll find further information on the UCAS website.</p> <p>It's always important for learners to check individual course requirements when applying to university.</p> |
| Last entry date | <p>These qualifications will continue to be available for entries and certification until we decide they need to be withdrawn.</p> <p>If we're going to withdraw a qualification we'll set an end date for entries and certification and we'll tell you what the arrangements are for the last date to enter learners and make claims for certificates.</p> <p>When we set end dates, you'll be able to see these on the Register of Regulated Qualifications and the Qualifications in Wales database (QiW). If an end date is not specified, it's because the qualification is still available.</p> |

3 Qualification resources, support and useful links

Our aim is to provide you with the information and support you need to deliver these qualifications.

Qualification resources available on our website

Guide to Examinations

This has been produced to help prepare learners for examinations. It focusses on understanding exam structures and formats and the way learners can support their performance in exams.

Delivery guide

Each unit delivery guide contains a range of lesson ideas with associated activities you can use with your learners. We've structured the guide by learning outcome so you can see how each activity helps learners cover the specification. The guide also explains key terms and common misconceptions.

Lesson elements

These are task sheets with accompanying teacher instructions. Each lesson element offers you a creative way of encouraging your learners to engage with the topic, with individual and group exercises, research activities and the opportunity to develop English and maths skills.

Resources links

For some of the units there is an e-resource that provides you with links to a range of teaching and learning websites and materials for each unit.

Skills guides

We've written skills guides for you and your learners. They can help review or refresh skills in a variety of areas including:

- managing projects
- research
- referencing (good practice in acknowledging the work of other authors and avoiding accusations of plagiarism)
- command verbs
- examinations.

You can find these on our website <http://www.ocr.org.uk/i-want-to/skills-guides/>.

Project approach to delivery

This resource will show you how you can set a health and social care-related project so that you can deliver the content in a holistic manner.

Rules of combination calculator

This tool helps you and your learners to make sure that the right number and combination of units is chosen for a selected pathway.

Progress tracker

This tool helps you track your learners' progress through their chosen units.

Sample assessment materials

We only provide sample assessment materials for the externally assessed units. This is because we set the assessment for these units. Sample assessments show you what the assessment will look like, and you can use them as practice materials. Each year we'll make the exams from the previous year available as practice papers. You can download sample assessment materials and, eventually, past papers from our website at www.ocr.org.uk.

Model assignments

We'll provide model assignments for mandatory internally assessed units. These can be:

- used as they are to assess your learners
- modified to suit your local or regional environment
- used as a guide to help you design your own assignments.

Assignment checking service

You can develop your own assessment for internally assessed units.

We provide an optional assignment checking service for Cambridge Technicals centres. If you use this service we'll check that the assignment you've designed covers the grading criteria in the unit and allows every learner to reach the highest grade if they demonstrate they have the associated level of knowledge, understanding and skills.

You can find more information about this service (including the price) on the CPD Hub.

Advisory support

If you are delivering, or intend to deliver, Cambridge Technicals, but would like some additional support, you can take advantage of our Advisory Support services.

Advisory Support covers a variety of topics such as: entry and assessment administration, qualification structure, assessment methods, teaching and learning materials, and delivery ideas.

Support includes downloadable teaching and assessment materials, videos, telephone or WebEx conversation, live on-line training, and face to face CPD.

CPD Hub

We provide face-to-face courses and live online training events (webinars) where you can benefit from information, advice and guidance from subject experts and network with fellow professionals. We'll also produce presentations and films that provide detailed information and feedback about specifications, grading criteria and candidate performance in past sessions.

Find out about all our current courses on the CPD Hub www.cpdhub.ocr.org.uk.

Online community

To share and swap ideas for delivery, post questions, support other tutors, suggest ideas for employer engagement, share links to other teaching and learning resource and more, visit our online community <http://social.ocr.org.uk/>.

Useful documents and links

Key OCR documents

Units

These are separate documents that you'll find on the qualification page of our website.

Candidate Authentication Statement for OCR Cambridge Technicals

Learners must sign this statement to confirm that the work they've submitted for assessment is their own. The form is completed when work is submitted for assessment and it can cover more than one unit. Every unit of the learner's qualification must be listed on a Candidate Authentication statement; there doesn't have to be a separate form for each unit.

Unit Recording Sheets (URS)

You complete this form to record and justify your assessment decisions. You must fill in a URS for each unit a learner completes and make this available with the work during visiting moderation.

Witness Statement

You should use this form when you've observed a learner as part of their assessment. Use it to testify or corroborate what has actually been observed by you.

For more information, see 'Witness Statements' in section 8.

Other useful documents and links

| | |
|-------------------------------------|---|
| OCR publications | <p><i>What is malpractice?</i></p> <p>www.ocr.org.uk/administration/.</p> <p>You'll find all the information you need for the administration of these qualifications, including key dates for taking exams.</p> |
| JCQ publications | <p><i>Access Arrangements and Reasonable Adjustments</i> <i>A guide to the special consideration process</i> <i>Instructions for Conducting Examinations</i> <i>Suspected Malpractice in Examinations and Assessments</i></p> <p>Find these at www.jcq.org.uk</p> |
| Regulation and regulatory documents | <p>Regulatory documents - find these at: https://www.gov.uk/guidance/regulatory-document-list</p> <p>Register of Regulated Qualifications – for England and Northern Ireland</p> <p>Qualifications in Wales database (QiW) - for information on approved and designated qualifications in Wales including funding.</p> |

4 How these qualifications are structured

These qualifications are made up of units which can feature in one or more of the qualifications in the health and social care suite.

Learners don't have to achieve the units in any particular order but it's worth noting that the content in mandatory Units 1, 2, 3, 4, 5 and 7 underpin the learning in other units (see opportunities for applying learning across units in Appendix B).

You must consider the relationship between the mandatory units and the others when you plan the learning programme. We strongly recommend that learners achieve these units before being assessed in others.

Unit 12 in the Foundation Diploma and Unit 12 or Unit 14 in the Diploma should be taken towards the end of their study programme as learners will draw on their skills, knowledge and understanding acquired through other units and apply what they have learned. This provides opportunities for synoptic assessment and enhancing the applied nature of the qualification. Similarly, those learners studying the Extended Diploma should be entered for Unit 25 towards the end of their study programme as they use knowledge and understanding from a range of units towards the assessment of this one.

It's important that you and the learner think carefully about the choice of units.

When combining units for the chosen qualification, it's your responsibility to make sure the rules for the qualification are followed.

OCR Level 3 Cambridge Technical Foundation Diploma in Health and Social Care (540 GLH)

For this qualification, a learner must complete a minimum of 540 GLH. They must achieve the seven mandatory units totalling 450 GLH and optional units totalling a minimum of 90 GLH.

Key to units for this qualification:

| | |
|--------------------------------|--|
| M = Mandatory | Learners must achieve these units. |
| O = Optional | Learners must achieve units totalling a minimum of 90 GLH. |
| E = External assessment | We set and mark the exam |
| I = Internal assessment | You assess this and we moderate it |

| Unit no. | Unit title | Unit ref. no. (URN) | How are they assessed? | Guided learning hours (GLH) | Mandatory or optional |
|----------|---|---------------------|------------------------|-----------------------------|-----------------------|
| 1 | Building positive relationships in health and social care | Y/507/4365 | I | 60 | M |
| 2 | Equality, diversity and rights in health and social care | D/507/4366 | E | 60 | M |
| 3 | Health, safety and security in health and social care | H/507/4367 | E | 60 | M |
| 4 | Anatomy and physiology for health and social care | K/507/4368 | E | 90 | M |
| 5 | Infection control | H/507/4420 | I | 60 | M |
| 7 | Safeguarding | M/507/4422 | E | 60 | M |
| 9 | Supporting people with learning disabilities | F/507/4425 | I | 60 | O |
| 10 | Nutrition for health | L/507/4427 | I | 30 | O |
| 13 | Sexual health, reproduction and early development stages | R/507/4431 | I | 60 | O |
| 14 | The impact of long-term physiological conditions | Y/507/4432 | I | 60 | M |
| 16 | Supporting people with dementia | K/507/4435 | I | 60 | O |
| 17 | Supporting people with mental health conditions | M/507/4436 | I | 60 | O |
| 18 | Caring for older people | T/507/4437 | I | 60 | O |
| 20 | Principles of youth work practice | T/507/4440 | I | 60 | O |
| 21 | Looked after children and young people | F/507/4442 | I | 60 | O |
| 22 | Psychology for health and social care | J/507/4443 | I | 60 | O |
| 23 | Sociology for health and social care | L/507/4444 | I | 60 | O |
| 24 | Public health | R/507/4445 | I | 30 | O |

To achieve this qualification there's mandatory content that all learners must have successfully mastered. This content is shown in the table above by an **M** and it contributes 83% to the qualification grade.

You can download the units from our qualification webpage.

OCR Level 3 Cambridge Technical Diploma in Health and Social Care (720 GLH)

For this qualification, a learner must complete a minimum of 720 GLH. They must achieve the seven mandatory units totalling 450 GLH and core/optional units totalling a minimum of 270 GLH.

Key to units for this qualification:

| | |
|--------------------------------|---|
| M = Mandatory | Learners must achieve these units. |
| CO = Core Optional | Learners must achieve a minimum of 60GLH |
| O = Optional | Learners must achieve units totalling a minimum of 210 GLH. |
| E = External assessment | We set and mark the exam |
| I = Internal assessment | You assess this and we moderate it |

| Unit no. | Unit title | Unit ref. no. (URN) | How are they assessed? | Guided learning hours (GLH) | Mandatory or optional |
|----------|---|---------------------|------------------------|-----------------------------|-----------------------|
| 1 | Building positive relationships in health and social care | Y/507/4365 | I | 60 | M |
| 2 | Equality, diversity and rights in health and social care | D/507/4366 | E | 60 | M |
| 3 | Health, safety and security in health and social care | H/507/4367 | E | 60 | M |
| 4 | Anatomy and physiology for health and social care | K/507/4368 | E | 90 | M |
| 5 | Infection control | H/507/4420 | I | 60 | M |
| 6 | Personalisation and a person-centred approach to care | K/507/4421 | E | 60 | M |
| 7 | Safeguarding | M/507/4422 | E | 60 | M |
| 8 | Creativity and activity for children and young people | A/507/4424 | I | 60 | O |
| 9 | Supporting people with learning disabilities | F/507/4425 | I | 60 | O |
| 10 | Nutrition for health | L/507/4427 | I | 30 | O |
| 11 | Career planning for health and social care | R/507/4428 | I | 30 | O |
| 12 | Promote positive behaviour | Y/507/4429 | I | 60 | CO |
| 13 | Sexual health, reproduction and early development stages | R/507/4431 | I | 60 | O |
| 14 | The impact of long-term physiological conditions | Y/507/4432 | I | 60 | CO |
| 15 | Promoting health and wellbeing | H/507/4434 | I | 60 | O |
| 16 | Supporting people with dementia | K/507/4435 | I | 60 | O |
| 17 | Supporting people with mental health conditions | M/507/4436 | I | 60 | O |
| 18 | Caring for older people | T/507/4437 | I | 60 | O |
| 19 | Creativity and activity for adults | F/507/4439 | I | 60 | O |

| Unit no. | Unit title | Unit ref. no. (URN) | How are they assessed? | Guided learning hours (GLH) | Mandatory or optional |
|----------|--|---------------------|------------------------|-----------------------------|-----------------------|
| 20 | Principles of youth work practice | T/507/4440 | I | 60 | O |
| 21 | Looked after children and young people | F/507/4442 | I | 60 | O |
| 22 | Psychology for health and social care | J/507/4443 | I | 60 | O |
| 23 | Sociology for health and social care | L/507/4444 | I | 60 | O |
| 24 | Public health | R/507/4445 | I | 30 | O |

To achieve this qualification there's mandatory content that all learners must have successfully mastered. This content is shown in the table above by an **M** and it contributes 62.5% to the qualification grade.

You can download the units from our qualification webpage.

OCR Level 3 Cambridge Technical Extended Diploma in Health and Social Care (1080 GLH)

For this qualification, a learner must complete a minimum of 1080 GLH. They must achieve the ten mandatory units totalling 690 GLH and optional units totalling a minimum of 390 GLH.

Key to units for this qualification:

| | |
|--------------------------------|---|
| M = Mandatory | Learners must achieve these units. |
| O = Optional | Learners must achieve units totalling a minimum of 390 GLH. |
| E = External assessment | We set and mark the exam |
| I = Internal assessment | You assess this and we moderate it |

| Unit no. | Unit title | Unit ref. no. (URN) | How are they assessed? | Guided learning hours (GLH) | Mandatory or optional |
|----------|---|---------------------|------------------------|-----------------------------|-----------------------|
| 1 | Building positive relationships in health and social care | Y/507/4365 | I | 60 | M |
| 2 | Equality, diversity and rights in health and social care | D/507/4366 | E | 60 | M |
| 3 | Health, safety and security in health and social care | H/507/4367 | E | 60 | M |
| 4 | Anatomy and physiology for health and social care | K/507/4368 | E | 90 | M |
| 5 | Infection control | H/507/4420 | I | 60 | M |
| 6 | Personalisation and a person-centred approach to care | K/507/4421 | E | 60 | M |
| 7 | Safeguarding | M/507/4422 | E | 60 | M |
| 8 | Creativity and activity for children and young people | A/507/4424 | I | 60 | O |
| 9 | Supporting people with learning disabilities | F/507/4425 | I | 60 | O |
| 10 | Nutrition for health | L/507/4427 | I | 30 | O |
| 11 | Career planning for health and social care | R/507/4428 | I | 30 | O |
| 12 | Promote positive behaviour | Y/507/4429 | I | 60 | M |
| 13 | Sexual health, reproduction and early development stages | R/507/4431 | I | 60 | O |
| 14 | The impact of long-term physiological conditions | Y/507/4432 | I | 60 | M |
| 15 | Promoting health and wellbeing | H/507/4434 | I | 60 | O |
| 16 | Supporting people with dementia | K/507/4435 | I | 60 | O |
| 17 | Supporting people with mental health conditions | M/507/4436 | I | 60 | O |
| 18 | Caring for older people | T/507/4437 | I | 60 | O |
| 19 | Creativity and activity for adults | F/507/4439 | I | 60 | O |
| 20 | Principles of youth work practice | T/507/4440 | I | 60 | O |

| Unit no. | Unit title | Unit ref. no. (URN) | How are they assessed? | Guided learning hours (GLH) | Mandatory or optional |
|----------|---|---------------------|------------------------|-----------------------------|-----------------------|
| 21 | Looked after children and young people | F/507/4442 | I | 60 | O |
| 22 | Psychology for health and social care | J/507/4443 | I | 60 | O |
| 23 | Sociology for health and social care | L/507/4444 | I | 60 | O |
| 24 | Public health | R/507/4445 | I | 30 | O |
| 25 | Research methods in health, social care and childcare | A/615/1576 | E | 120 | M |

To achieve this qualification there's mandatory content that all learners must have successfully mastered. This content is shown in the table above by an **M** and it contributes 64% to the qualification grade.

You can download the units from our qualification webpage.

5 Preparing for qualification delivery and assessment

Centre and centre assessor responsibilities

Before you plan to seek approval from us to offer these qualifications you must be confident your centre can fulfil all the responsibilities described below.

The quality of the delivery of teaching and the integrity of assessments and quality assurance is paramount. Systems have to be in place so that assessments are fair, valid, reliable, authentic and sufficient. One of the key factors behind valid, fair and reliable assessment is the expertise of those doing the assessment and internal quality assurance.

With this in mind here's a summary of the responsibilities that your centre and centre assessors **must** be able to fulfil:

- there are enough trained or qualified people to:
 - teach and assess the expected number of learners you have in your cohorts
 - internally standardise the number of assessors assessing units you offer
- all teaching staff have the relevant level of subject knowledge and skills to deliver the units you plan to offer and will fully cover the supporting knowledge, understanding and skills requirements for each unit
- any necessary resources are available for teaching and for assessment activities, to give learners every opportunity to meet the requirements of the unit and reach the highest grade possible
- there's a system of standardisation in place so that all assessment decisions for internally assessed units are consistent, fair, valid and reliable. (see 'centre standardisation' in section 8)
- there's enough time for effective teaching, assessment and internal standardisation
- processes are in place to make sure that learners' work is authentic (see 'authenticity of learners' work' in section 8)
- any materials we provide for assessment of internally assessed units cannot be used for practice and then used again, without change, for summative assessment (see section 8)
- for internally assessed units you comply with our requirements for giving feedback to learners (see section 8)
- for internally assessed units that grades are correctly recorded in all records and accurately transcribed to the claim being submitted to us
- exams must be conducted so they comply with the JCQ *Instructions for Conducting Examinations*

- a declaration is made at the point you're submitting any work to us for assessment that confirms:
 - all assessment is conducted according to the specified regulations identified in the Administration area, www.ocr.org.uk/administration/.
 - learners' work is authentic
 - grades have been transcribed accurately when completing our claim documentation
- centre records and learners' work is kept according to the requirements below:
 - Learners' work must be kept until after their qualifications have been awarded and any appeals processed. We will not consider any appeals if the centre does not keep the work.
 - Internal standardisation and assessment records must be kept securely for a minimum of three years after the date we've issued a certificate for a qualification.

Centre assessors, who are responsible for assessing learners' evidence for internally assessed units, must make sure that:

- learners understand what they need to do to meet the grading criteria and produce valid and sufficient evidence
- learners have access to resources they need to meet the grading criteria and produce evidence
- any assessment guidance is referred to when making assessment decisions
- learners know they must comply with the Data Protection Act when they're producing work for assessment. Learners must not reference another individual's personal details in any evidence produced for summative assessment. It's the learner's responsibility to make sure evidence that includes another individual's personal details is anonymised
- learners' work is authentic
- the learner has completed a Candidate Authentication Statement which covers every unit
- they judge learners' work against the grading criteria we provide for the units
- they record their assessment decisions and justify the grade put forward for moderation using our unit recording sheet (URS) - we provide one for each unit
- they give an appropriate level of feedback to learners and record what feedback has been given as part of the summative assessment
- they liaise with other assessors in the centre to make sure assessment decisions are to the required standard (see 'centre standardisation' in section 8)
- they confirm the unit grade for the learner after internal standardisation (assessors can let the learner know which grade has been given but that it can't be confirmed until after our moderation)
- all relevant evidence is present and reflects centre assessment decisions against the grading criteria (and the candidate authentication statement is available) before the unit is claimed..

Guidance for delivery

The guidance about how to deliver these qualifications isn't exhaustive. You should tailor your delivery so it meets the interests and needs of your learners.

You're free to deliver these qualifications using any mode of delivery that meets the needs of your learners. Whichever mode you use, your learners must have appropriate access to the resources they need to complete their learning and carry out their assignments for assessment.

You should consider the learner's complete learning experience when you're designing learning programmes. These qualifications can be part of a 16–19 study programme and there'll be ways to integrate learning required for other qualifications or to develop and maintain the skills that are essential for further study and work. For example, we know it's important to keep developing English and maths skills after GCSE. We'll help you with your curriculum planning by signposting opportunities for English and maths skills practice in the delivery guides for each unit. You can access the delivery guides from the health and social care qualification page of our website.

A project-based approach to teaching and learning is an ideal way to deliver these qualifications holistically and we will help you develop your approach through our resources. We've talked with centres who deliver our qualifications about the benefits of a project-based approach to learning. They've told us:

- it reinforces a synoptic application of skills and knowledge
- it's relevant to and reflective of work
- it makes the process of learning and application more meaningful and motivating.

We've designed these qualifications to facilitate this.

Important information on teaching content in units

(The use of i.e. / e.g. in teaching content)

The teaching content in every unit tells you what you have to teach to make sure learners can access the highest grades.

Anything which follows an i.e. details what you must teach as part of that area of content.

Anything which follows an e.g. is illustrative. Where we use e.g., learners must know and be able to apply relevant examples in their work, although these don't need to be the same ones specified in the unit content.

For internally assessed units you need to make sure that any assignments you create, or any modifications you make to an assignment, don't expect the learner to do more than they've been taught, but must enable them to access the full range of grades as described in the grading criteria.

For externally assessed units, where the content contains i.e. and e.g. under specific areas of content, we'll follow these rules when we set questions for an exam:

- we may ask a direct question about unit content that follows an i.e.
- where we show unit content as an e.g. a direct question will not be asked about that example. Any questions about the area of content will give learners the opportunity to provide their own examples as the unit has not specified which examples they should be familiar with.

Initial assessment of learners

It's important that you carry out an initial assessment to identify learners' levels of knowledge and understanding and any potential gaps that need to be addressed. This will also:

- help you and the learners to identify the most appropriate qualifications
- allow you to plan the assessment
- help learners understand the best place to start generating evidence.

Prior knowledge and experience

Of course, learners may have already gained a lot of relevant knowledge and experience that you should take into account. This is particularly relevant where they're studying part-time while in work.

Recognition of prior learning (RPL) is the process for recognising learning that never received formal recognition through a qualification or certification. This includes knowledge and skills gained in school, college or university and outside formal learning situations. Evidence can draw on any aspect of a candidate's prior experience including:

- domestic/family life
- education
- training
- work activities
- voluntary activities.

It's important you make it clear to learners that the RPL process is about how they've acquired the knowledge, understanding or skills; it doesn't mean they're exempt from the assessment. In no circumstance does the RPL process mean that any required qualification assessments can be avoided e.g. mandatory exams, practical/theory tests or assignments.

Evidence obtained through the RPL process must be assessed, to the same rigorous quality as evidence obtained through any other process.

RPL allows an individual to avoid unnecessary learning and we encourage the use of it in relation to the internally assessed units. Please let your learners know they can bring forward any relevant learning so it can be assessed against the grading criteria specified in the internally assessed unit(s) they aim to complete.

We ask you to judge the relevance of every aspect of a learner's prior learning (including how current and relevant it is) to the unit being assessed, before we moderate the assessment.

6 Synoptic assessment

Synoptic assessment is a feature of these qualifications and it requires learners to use an appropriate selection of their knowledge, understanding and skills, acquired through all of the units that make up their qualification, in an integrated way and apply them to a key task or tasks.

This helps learners to develop their appreciation and understanding of the connections between the different elements of learning in these qualifications to help make their curriculum meaningful and better prepare them for further education.

Everyone working in the health and social care sector needs to have a good grasp of human anatomy and physiology, how to communicate effectively and build positive relationships using a person-centred approach, how to ensure equality and diversity in the care they give and how policy and legislation can impact on this and how to work in a safe and secure manner, protecting themselves and the people they are providing care and support for from harm and disease. To be able to progress on to further study, and an understanding of the fundamentals of research and research skills are valuable.

The learners will develop these skills, knowledge and understanding in the mandatory units, Unit 1 Building positive relationships in health and social care; Unit 2 Equality diversity and rights in health and social care; Unit 3 Health, safety and security in health and social care; Unit 4 Anatomy and physiology for health and social care; Unit 5 Infection control and Unit 7 Safeguarding and Unit 25 Research methods in health, social care and childcare. For example, learners will need to apply knowledge of appropriate methods of communication covered in Unit 1 as they study Unit 9 Supporting people with learning disabilities. Learners will also be required to use an appropriate selection of their skills, knowledge and understanding acquired through all of the units that make up their qualification in an integrated way and apply to a key task or tasks. This helps learners to develop their appreciation and understanding of the connections between the different elements of learning in these qualifications. If learners are undertaking the 1080glh Extended Diploma, then they will apply knowledge and understanding within Unit 25 Research methods in health, social care and childcare.

For each size of qualification the learner will be required to use skills, knowledge and understanding from the other units taken from across the qualification to complete key tasks in a specific unit;

- For the Foundation Diploma the key tasks are contained in Unit 14 The impact of long-term physiological conditions
- For the Diploma the key tasks are contained in Unit 12 Promote positive behaviour and/or Unit 14 The impact of long-term physiological conditions
- For the Extended Diploma key tasks are contained in Unit 12 Promote positive behaviour and Unit 14 The impact of long-term physiological conditions.

For all centre-assessed units, there are times when learners have to use their learning from other units. You'll see this synoptic assessment indicated with an asterisk (*), in the grading grid e.g. P1*.

For example, Unit 22 Psychology for health and social care, Pass criterion P1* (Explain psychological perspectives and approaches commonly used in health, social care and childcare environments and how these can support person-centred care) requires the understanding and application of person-centred approach to care from Unit 1 Building positive relationships in health and social care. This in turn will support learning and

assessment in other units as learners will be able to use these approaches when planning or delivering care and support for different individuals (e.g. Unit 8 Creativity and activity for children and young people, Unit 9 Supporting people with learning disabilities, Unit 12 Promote positive behaviour).

The tasks will be assessed through an assignment set by us, assessed by you and moderated by us.

Synoptic assessment in externally assessed units

A minimum of ten per cent of the marks in each examination for Units 4, 6 and 7 will be allocated to synoptic application of knowledge. There'll be questions that draw on knowledge and understanding from Unit 1 Building positive relationships in health and social care and/or Unit 2 Equality, diversity and rights in health and social care and/or Unit 3 Health, safety and security in health and social care that then have to be applied in the context of the unit being assessed.

For example, in the sample assessment material for Unit 4 Anatomy and physiology for health and social care, question 3 (b) requires an understanding of communication factors that influence the building of positive relationships from LO2 in Unit 1 Building positive relationships in health and social care. In the sample paper, we've mapped this as such in the mark scheme.

For the Extended Diploma, learners will also draw on learning from across the whole range of other units within the assessment of Unit 25 Research methods in health, social care and childcare.

Other opportunities for applying learning across units

It will be possible for learners to make other connections between other units over and above the unit containing the key tasks. We have indicated where these links are by using asterisks in the grading criteria (P1*) in each unit and in an overview in Appendix B.

This may also help with planning teaching and delivery.

7 External assessment

Summary of the externally assessed units

| | |
|---|--|
| Unit 2 Equality, diversity and rights in health and social care | |
| 60 GLH 1 hour 30 minutes written paper 60 marks OCR set and marked | <ul style="list-style-type: none"> comprises multiple choice, short answer questions and questions requiring more extended responses |
| Unit 3 Health, safety and security in health and social care | |
| 60 GLH 1 hour 30 minutes written paper 60 marks OCR set and marked | <ul style="list-style-type: none"> comprises short answer questions and questions requiring more extended responses a calculator may be used |
| Unit 4 Anatomy and physiology for health and social care | |
| 90 GLH 2 hour written paper 100 marks OCR set and marked | <ul style="list-style-type: none"> comprises short answer questions and questions requiring more extended responses |
| Unit 6 Personalisation and a person-centred approach to care | |
| 60 GLH 1 hour 30 minutes written paper 60 marks OCR set and marked | <ul style="list-style-type: none"> comprises short answer questions and questions requiring more extended responses |
| Unit 7 Safeguarding | |
| 60 GLH 1 hour 30 minutes written paper 60 marks OCR set and marked | <ul style="list-style-type: none"> comprises short answer questions and questions requiring more extended responses |
| Unit 25 Research methods in health, social care and childcare | |
| 120 GLH 5 weeks research time and 2 hour written paper 60 marks OCR set and marked | <ul style="list-style-type: none"> pre-release material issued 6 weeks prior to the exam date requires learners to conduct secondary research of which they submit their notes 1 week prior to the examination and then are able to take their notes into the assessment comprises short answer questions and questions requiring more extended responses |

The pre-release material for Unit 25 will be available on interchange six weeks before the timetabled examination date.

There are two resit opportunities for each examined unit.

Learning Outcome weightings

Each Learning Outcome (LO) in an externally assessed unit is given a percentage weighting. This reflects the size and demand of the content you need to cover and its contribution to the overall understanding of the unit. You'll find the weightings for each LO in the externally assessed units.

How these units are assessed

These units are available as timetabled examinations. We set the dates.

Achievement at unit level is graded as Near-Pass, Pass, Merit or Distinction based on reaching the required grade boundary marks for each externally assessed unit. If a learner doesn't achieve the mark required for a 'Near-Pass' grade we'll issue an unclassified result for that unit.

We will assess these qualifications in accordance with the Regulator's General Conditions of Recognition.

Your centre must provide appropriate assessment facilities for learners that comply with the JCQ [Instructions for Conducting Examinations](#)..

Availability of external assessment

There are two examination series each year in January and June. You can enter your learners for different units in different exam series. You'll find full details in the Administration area, www.ocr.org.uk/administration/.

Resitting external assessment

Learners can resit an examined unit twice before they complete the qualification. We'll use the best unit result to calculate the certification result.

Your centre must make sure that when arranging resit opportunities you don't adversely affect other assessments being taken.

Arranging a resit opportunity is at your centre's discretion. You should only plan resits if it's clear the learner has taken full advantage of the previous assessment opportunity and formative assessment process.

Reporting suspected malpractice

For more information about suspected malpractice see [section 8](#).

8 Internal assessment

Assignments for internal assessment

We recommend using assignments to assess learners for the internally assessed units.

An assignment has a set of related tasks with a common purpose or work-relevant reason for the learner to apply the knowledge, understanding and skills to achieve a unit. It acts as a stimulus to give learners the opportunity to generate evidence that meets the grading criteria.

The common purpose or work-relevant reason could be a scenario, a case study or brief that sets out the circumstances or reasons for completing the tasks. A scenario could describe the requirements that would address a particular challenge (designing a new marketing campaign to achieve an increase in sales) or a case study could be used to inform a proposal (the impacts on a business of poor employee performance to inform how to improve methods of employee motivation).

You are free to create your own assignments to reflect the local or regional needs that are most relevant to your centre. There are more details in the next section.

We'll provide model assignments for the mandatory units that are internally assessed. Our model assignments can be:

- used as they are to assess your learners
- modified to suit your local or regional environment
- used as a guide to help you design your own assignments.

These qualifications are ideal for delivering through a project-based learning programme so you can carry the project-based approach through to the assessment.

Designing your own assignments for internally assessed units

We provide an assignment checking service for Cambridge Technicals centres. When you use this service, we check that the assignment you've designed covers the grading criteria in the unit and allows every learner to reach the highest grade if they demonstrate they have the associated level of knowledge, understanding and skills. You'll find details of how to request this service on our CPD Hub.

When designing assignments you must:

- write tasks in a way that makes it clear to the learner what they must do. Don't structure tasks so they give step-by-step instructions, repeat the learning or themes of the learning, or be so prescriptive or detailed that they give the answer to the learner. Tasks must allow the learner to decide how to approach the task (what they do in what order), meaning that they can apply their learning
- set tasks that reflect the command verbs used in the grading criteria. For example, where we ask for an evaluation the task you set must allow for a qualitative judgement to be made, taking into account different factors and using available knowledge, experience and evidence. There is a command verb glossary on the business qualification page of our website.

- only specify the format of evidence when it's a requirement of the grading criteria or learning outcome. For example, for a unit on marketing where the grading criteria are about messaging, inference and persuasion in text you could ask learners to produce the content of a webpage rather than ask them to create a webpage itself
- avoid the need for excessive amounts of evidence. For example, a report can be a good way to pull together the evidence to meet several grading criteria
- make sure every learner is able to produce their own evidence. For example, if the task is to diagnose a fault in a piece of equipment and learners are given equipment to assess you have to be able to verify that the learner diagnosed the fault themselves. This could mean observing each learner or asking additional questions on how they made the diagnosis. The evidence produced will also need to demonstrate that this is what took place, through the use of witness statements, for example.
- tell learners how long they should expect to spend on each task. This is for guidance, learners must be allowed sufficient time to complete the tasks. The amount of time will vary depending on the nature of the tasks and the ability of individual learners.
- make sure every learner has access to the appropriate resources needed to complete the tasks
- make every effort to make sure materials:
 - support equality and diversity in the language used, in the type of tasks set and in the scenarios provided
 - are free from discrimination and stereotyping of groups or individuals on the basis of, for example, gender, ethnicity, political beliefs, cultural background.

Finally, you don't have to set the same assignment for every learner in the cohort. If a learner has work experience where they can generate evidence towards some or all of a unit you can work with the employer to tailor an assignment and enable that to happen. You can also cover more than one unit in an assignment.

Assignments for practice

You **cannot** use assignments you're going to use for summative assessment as practice materials. (Summative assessment is the assessment of learning; it's a measure of a learner's achievement and you use it as the formal assessment of a learner's knowledge, understanding and skills.)

Changing the context of an assignment will help you to manage this. If a unit calls for the learner to do a cost analysis, a practice task will of course ask them to do this. If you've provided the data they need to analyse for practice then change the data for the summative assessment. If the learner has to generate data about a specific product before analysing it, then change the product to one that will generate different data.

Internal assessment and external moderation: a summary of how it works

The key features of assessment and moderation for the internally assessed units are:

- you can create assignments to assess your learners against the requirements of a unit
- where possible, assessors should draw on learners' work-based opportunities to generate evidence
- assessment of internally assessed units can take place at a time to suit you and your learners
- work for assessment is centre-assessed and assessment decisions are internally standardised within your centre
- your centre's assessment decisions are externally moderated by one of our visiting moderators
- if your centre-assessed work doesn't meet the requirements determined by the learning outcomes and grading criteria of the unit(s), the unit grade(s) will be adjusted.

Your centre will need to identify staff that will act as centre assessors. They must have suitable subject knowledge and experience to be able to make judgements about learners' achievements against the grading criteria of the unit.

You must have an effective system set up for recording assessment decisions, including decisions made during internal standardisation. Assessors must record the feedback given to learners.

You should record your comments on the Unit Recording Sheets which you can download from the qualification webpage.

You must make sure assessment records are fully auditable. Our moderator must be able to see, for each unit, evidence of:

- who assessed the learner
- what was assessed, i.e. the unit evidence
- when the assessment took place
- what feedback was given to the learner
- when centre assessment decisions were internally standardised and by whom
- what feedback was given to the assessor, including if they agree with the assessment decision or not (and why), as well as any action points that need addressing prior to submission for moderation and/or recommendations for future consideration.

Centre standardisation

If your centre has a number of staff acting as assessors for these qualifications, you **must** carry out internal standardisation to make sure all learners' work is assessed consistently to the required standard. We have a guide on how internal standardisation may be approached on our webpages for Cambridge Technicals.

If you're the only assessor in your centre for these qualifications, then it's still advisable to make sure your assessment decisions are internally standardised by someone else either in your centre or another centre. This should be someone who has experience of the nature of these qualifications (e.g. is delivering a similar qualification in another subject) or has relevant subject knowledge. You should ask them to review a sample of the assessments.

You must keep evidence of your internal standardisation in the centre for the moderator to see.

So there's a consistent approach to internal standardisation, you might decide to nominate an 'Internal Quality Assurer' (IQA).

Whoever is responsible for internal standardisation must make sure all assessors are assessing to the required standard and that all assessment decisions are fair, valid and reliable.

To do this they must:

- advise on interpretation of the standards, including feedback from previous assessments (where relevant)
- co-ordinate assessment practice
- provide advice and support to assessors
- monitor and observe assessment practice to make sure that all assessments are in-line with the required standards
- sample assessments to confirm assessors' judgements across all units and all grades
- make sure feedback is given to all assessors and documented e.g. records of feedback
- suggest ways in which assessment may be brought into line to meet the required standard
- check that all units and all grades have been included in internal standardisation
- maintain assessment documentation
- organise regular standardisation meetings/activities/events in your centre
- identify assessor development needs
- act as arbitrator for any disagreements in outcomes of assessments, including appeals.

Taking assignments and assessing learners' work

Learners can take assignments for internally assessed units at any time within the study programme. We can moderate your claims for internally assessed units when you're ready.

We'll arrange a date to visit that is suitable for both you and our moderator.

You must plan when you expect your learners to be ready for assessment. Learners can repeat an assignment if they have not performed at their best but you must use your discretion as to whether or not this is in their best interests. We strongly advise that you leave time in your planning in case an assignment needs to be repeated.

Authenticity of learners' work

Every learner must produce their own work independently. You must put in place appropriate mechanisms to make sure that you can be confident that the work you accept as evidence of a learner's achievement is their own.

You must:

- make sure learners and centre assessors understand what constitutes plagiarism and not accept plagiarised work as evidence
- be able to distinguish individual contributions from group work
- use supervision and questioning as appropriate to confirm authenticity
- make sure learners and centre assessors confirm the work is the learner's own.

Plagiarism

Work must be free from plagiarism. Plagiarism is the submission of someone else's work as your own and/or failure to acknowledge a source correctly. Plagiarism makes up majority large percentage of cases of suspected malpractice reported to us by moderators. You must make sure you don't accept plagiarised work as evidence.

In line with the policy and procedures of JCQ on suspected malpractice, the penalties applied for plagiarism would usually result in the claim not being allowed.

Plagiarism often occurs innocently when learners don't know that they must reference or acknowledge their sources, or aren't sure how to do so. It's important to make sure your learners understand:

- the meaning of plagiarism and what penalties may be applied
- that they can refer to research, quotations or evidence produced by somebody else but they must list and reference their sources
- quoting someone else's work, even when it's properly sourced and referenced, isn't an indication of understanding. The learner has to 'do' something with that information to show they understand. For example, if a learner has to analyse data from an experiment, quoting data doesn't show that they understand what it means. The learner has to interpret the data and, by relating it to their assignment, say what they think it means.

We have a guide to referencing on our website see The OCR Guide to Referencing:
<http://www.ocr.org.uk/i-want-to/skills-guides/>.

Group working

Your learners can work collaboratively or in groups to carry out work towards assessment tasks. However, you must make sure that each learner generates their own individual evidence to show they've met the grading criteria.

When working in a group all learners in the group should have a responsibility and/or a role that gives them the opportunity to generate individual evidence for assessment. For example, if the unit requires learners to plan the organisation of an activity, this could be managed in a group discussion. The group discusses ideas for the activity, organisational requirements, roles and responsibilities to complete the activity, etc. All learners must show that they've the skill of planning so **all** members of the group must take part in the discussion. If three members of the group contributed to the discussion and one member took notes but did not contribute to the discussion, their note taking would **not** be considered a contribution towards planning.

Supervision

We recognise that you might not be able to invigilate or directly supervise every learner as they complete their assignment. Learners can complete their assignments in their own time, at the centre or at home. If you can't supervise, you must use enough checks so you're confident the learner's work is authentic. For example you can use questioning to confirm the depth and breadth of their understanding of the topic they've covered in a specific piece of work.

Use of questioning

Asking a learner questions will help you determine if the work is their own. If you haven't been able to supervise the learner, then asking questions, for example, about how they've done the work, what processes they went through to produce it and how they've related that to the assignment, should give you a clear indication as to whether or not they've done the work themselves.

Learner and centre declaration

All learners must complete a declaration to confirm that the work they've submitted is their own. **They must do this to cover every unit.** We provide a Candidate Authentication Statement for you to use for this purpose. You'll find it on our website.

We'll also ask you to confirm this declaration when making a unit claim.

Feedback to learners

You can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Feedback mustn't provide specific advice and guidance that would be construed as coaching as it would compromise the learner's ability to independently perform the task(s) they are doing and constitutes malpractice.

You can annotate your feedback on the learners' original work submitted for assessment or you can record it in your own separate document (whichever method you use it must be available to our moderator).

Your feedback should:

- be supportive, encouraging and positive
- inform the learner of what you've noticed, not what you think (for example if you have observed the learner completing a task you can describe what happened, what was produced and what was demonstrated).

Your feedback can:

- identify that the learner hasn't met the command verb. For example, 'This is only a description, not an evaluation'
- identify what area of work could be improved but not detail how to improve it. You can remind learners about what they were taught but not how to apply it to improve the work.

Your feedback must not:

- be so detailed that it provides a step-by-step guide on what to do
- coach the learner on how to achieve or complete the task
- provide detail on where to find information/evidence.

In other words, your feedback mustn't tell the learner what they need to do to improve their work. The learner needs to think how to apply their learning and your feedback. You mustn't do the work for them.

Taking an assignment for summative assessment

You must provide your learners with the relevant resources they need to do the assignment. This could include:

- specialist equipment
- software
- people/participants
- practical space.

When learners are working on their evidence you can ask questions about what they're doing to encourage them, make sure they understand what the tasks are and check they're making progress. You can't tell them how to complete the tasks in a way that would be tantamount to doing the work for them. You mustn't coach learners when they're doing their assignment for assessment, as this would give them an unfair advantage. Please see the previous section 'Feedback to learners'.

You should set a realistic date for submitting the assignment, having considered the purpose of the unit and how that might affect timescales. We don't specify what the submission time for the assignment should be – we think it's best to leave this decision to your professional judgement.

What evidence is needed to assess a learner?

The learner's evidence should be in an appropriate format to demonstrate their skills, application of knowledge and understanding as specified in the grading criteria for a unit.

You should discuss with learners what the most suitable sources of evidence are. It isn't the quantity of the evidence they've produced that's important - it's the quality and breadth, that they've produced it themselves, and that it meets the grading criteria.

Evidence could be written work, audio/visual recordings, digitally formatted documents, a product or photographs of the product.

Evidence can come from a number of sources. The main ones are:

- outcomes of assignments, tasks or work-based activities (through projects or real work)
- observation of practice
- responses to questions
- witness statements.

Learners should make sure their work is clearly presented, referenced and ordered to help in the assessment.

The same evidence can contribute to more than one unit as long as it clearly meets the relevant grading criteria. For moderation, it must be clear which part of that evidence meets each unit.

Learners mustn't reference another individual's personal details in any evidence produced for summative assessment. It's the learner's responsibility to make sure evidence that includes another individual's personal details is anonymised to comply with the Data Protection Act.

Witness statements

Witness statements can be a useful way of providing supporting evidence where a skill is being used which isn't easily represented in portfolio evidence. They're supplementary evidence of what the learner has done and are to be used in conjunction with other evidence. For example, a witness statement could support evidence of a learner delivering a presentation alongside the actual presentation and speaker notes.

Witness statements should be suitably detailed, for each learner, to enable the centre assessor and our moderator to determine if the grading criteria have been met. You should use the witness statement template available on our website.

Assessing work for (summative) assessment

Once your learners have completed everything they need to do for their assignment, they must submit their work to you to be assessed. You must be convinced, from the evidence presented, that learners can work independently to the required standard.

You must judge or 'mark' the work against the grading criteria for the unit and identify a grade. Please annotate the work to show where the evidence indicates they've achieved the grading criteria. Your centre must internally standardise the assessment decisions for the cohort and do this before you give feedback to the learner.

When you're confident the learner has demonstrated that they've met all the requirements of the unit, for at least a pass grade, you can submit a claim to us for moderation.

You mustn't add, amend or remove any work after it's been submitted to us for final assessment.

Resubmitting work for (summative) assessment

If you and the learner feel they haven't performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. You must be sure it's in the learner's best interests to re-attempt the assessment.

You should set a realistic date for the resubmission of work having considered the purpose of the unit and what the learner intends to improve. You must record the reasons why you've allowed them to resubmit in your centre's assessment decision records. You must also follow our guidelines on giving feedback and record the feedback you give them on the original work. We monitor the assessment decisions you make.

You mustn't encourage multiple re-submissions of work. Re-submission at the centre assessment stage is intended to allow the learner to reflect on feedback and improve, but not to be an iterative process where they make small modifications through on-going feedback to eventually achieve the desired level.

Reporting suspected malpractice

It is the responsibility of the Head of Centre¹ to report all cases of suspected malpractice involving centre staff or candidates. A JCQ Report of Suspected Malpractice form (JCQ/M1 for candidate suspected malpractice or JCQ/M2a for staff suspected malpractice) is available to download from the [JCQ website \(www.jcq.org.uk/exams-office/malpractice\)](http://www.jcq.org.uk/exams-office/malpractice) and should be completed as soon as possible and emailed to malpractice@ocr.org.uk.

When asked to do so by OCR, Heads of Centres are required to investigate instances of malpractice promptly and report the outcomes to OCR.

Further information regarding reporting and investigating suspected malpractice and the possible sanctions and penalties which could be imposed, is contained in the JCQ publication: *General and Vocational Qualifications – Suspected Malpractice in Examinations and Assessments* which is available from the [JCQ website](http://www.jcq.org.uk). Centres may also like to refer to the [OCR Website](http://www.ocr.org.uk) for more details.

¹ This is the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, e.g. the Head Teacher or Principal of a school/college. The Head of Centre accepts full responsibility for the correct administration and conduct of OCR exams

9 External moderation

An OCR visiting moderator externally moderates your assessment decisions.

For details about moderation visits refer to the Administration area, [visiting moderation](#).

External moderation makes sure centres have made the correct assessment decisions. Our moderator will confirm or adjust the grade you've given to a learner's work and provide feedback to you on the decisions they've made.

External moderation of a centre's assessment decisions is achieved through systematic sampling of the work submitted for moderation. The outcome of the sampled moderation will apply to all learners' work submitted for that unit in the claim.

Each centre can have up to two visits per academic year (subject to centre activity). We can arrange additional chargeable moderation sessions – for more details refer to the Administration area, www.ocr.org.uk/administration/.

On the basis of the sample taken, our moderator will either **agree** in the main with your centre's assessment decisions or **disagree** with them in relation to particular units.

If the decision is **agree**, your centre's assessment decisions for all learners' work entered for moderation on that occasion, i.e. in the single claim submitted for moderation, will be confirmed by our moderator once moderation is completed.

If the decision is **disagree**, our moderator will provide feedback to your centre. Disagreement is usually down to one of the following:

- work doesn't meet the required standard for the grading criteria claimed by the centre
- assessment in the sample is inconsistent
- some evidence is missing or hasn't been cross-referenced to the grading criteria, so our moderator can't find it
- there's no evidence of assessment having taken place.

Our moderator will prepare a full report that will include comments on the accuracy of assessment and centre actions, if appropriate, for future assessments.

Where the moderator confirms the assessment decisions, they'll submit the claims to us for processing.

10 How to calculate the qualification grade

Grading

Centre-assessed units

These units are assessed by your centre and externally moderated by us.

Each unit has specified grading criteria for Pass, Merit and Distinction.

A summative unit grade can be awarded at Pass, Merit or Distinction:

- to achieve a 'Pass' a learner must have satisfied **all** the 'Pass' grading criteria
- to achieve a 'Merit' a learner must achieve **all** the 'Pass' grading criteria and **all** the 'Merit' grading criteria
- to achieve a 'Distinction' a learner must achieve **all** the 'Pass' grading criteria and **all** the 'Merit' grading criteria and **all** the 'Distinction' criteria.

If a learner doesn't meet all the 'Pass' grading criteria, we issue an unclassified result for that unit.

Externally assessed units

We mark and assess all externally assessed units. We mark each one according to a mark scheme, and the mark will determine the grade awarded ('Near-Pass', 'Pass', 'Merit' or 'distinction'). We determine grade boundaries for each of the externally assessed units each assessment series. If a learner doesn't achieve the mark required for a 'Near-Pass' grade, we issue an unclassified result for that unit.

Qualification

We grade the overall qualification using a structure of Pass, Merit, Distinction, Distinction*. For these qualifications the qualification grade awarded will be a combination of two grades e.g. Merit Pass (see 'Qualification grade tables' later in this section).

Learners who don't achieve the required units will be unclassified.

If a learner resits an examined unit or resubmits an internally assessed unit, we use the best unit results to calculate the overall grade to make sure they get the best possible grade for their full qualification.

Depending on the optional units achieved, it is possible for learners to achieve more GLH than is needed for the qualification. Where this happens, in order to calculate the overall qualification grade, the 'surplus' GLH is adjusted from the optional unit with the weakest grade. This has no effect on the unit achievement.

We'll print the pathways achieved on learners' full qualification certificates.

Calculating the qualification grade

To be awarded a full qualification, a learner must achieve the units required for the qualification with at least:

- a Near-Pass grade for the externally assessed units
- a Pass grade for all the internally assessed units.

If they don't do so, they won't be awarded the qualification.

Learners will be awarded a combination of Pass, Merit, Distinction or Distinction* qualification grades determined by the aggregation of points gained through the successful achievement of individual units.

The number of points available for each unit depends on the unit grade achieved.

Points available for unit grade achieved

You'll find details of unit GLH in 'How these qualifications are structured' in section 4.

The table below shows the number of points issued for each grade depending on the GLH of the unit.

| Unit GLH | Points table for units based on GLH | | | | |
|----------|-------------------------------------|------|-------|-------------|--------------|
| | Near-Pass (R)* | Pass | Merit | Distinction | unclassified |
| 30 | N/A | 7 | 8 | 9 | 0 |
| 60 | 12 | 14 | 16 | 18 | 0 |
| 90 | 18 | 21 | 24 | 27 | 0 |
| 120 | 24 | 28 | 32 | 36 | 0 |

* Near-Pass (R) grade is issued, at unit level, for students who narrowly miss a Pass on externally assessed units.

To calculate the learner's qualification grade

You'll need to add up all the points for the units the learner has achieved, making sure they've covered the appropriate mandatory content for the chosen qualification.

Having calculated the total number of points based on the unit grades you'll check this figure in the qualification grade table, for the relevant qualification, to identify the overall qualification grade. If a learner doesn't achieve the lowest points score required for the qualification, we issue an unclassified result.

Example A

Learner A has taken the units required for the Foundation Diploma

The calculation would be:

| Unit | GLH | Grade | Number of points |
|-----------|-----|------------------------|------------------|
| 1 | 60 | Pass | = 14 points |
| 2 | 60 | Merit | = 16 points |
| 3 | 60 | Distinction | = 18 points |
| 4 | 90 | Merit | = 24 points |
| 5 | 60 | Pass | = 14 points |
| 7 | 60 | Merit | = 16 points |
| 10 | 30 | Merit | = 8 points |
| 14 | 60 | Pass | = 14 points |
| 22 | 60 | Merit | = 16 points |
| Total GLH | 540 | Total number of points | = 140 points |

In this example, Learner A has an overall qualification grade of a Merit Merit.

Example B

Learner B has taken the units required for the Foundation Diploma

The calculation would be:

| Unit | GLH | Grade | Number of points |
|-----------|-----|------------------------|------------------|
| 1 | 60 | Distinction | = 18 points |
| 2 | 60 | Unclassified | = 0 points |
| 3 | 60 | Distinction | = 18 points |
| 4 | 90 | Distinction | = 27 points |
| 5 | 60 | Merit | = 16 points |
| 7 | 60 | Merit | = 16 points |
| 9 | 60 | Pass | = 14 points |
| 14 | 60 | Pass | = 14 points |
| 24 | 30 | Merit | = 8 points |
| Total GLH | 540 | Total number of points | = 131 points |

In this example, while Learner B has enough points to be eligible for a Pass Pass, they wouldn't be awarded it because they haven't achieved at least a Near-Pass for Unit 2, an unclassified result would be issued.

Example C

Learner C has taken the units required for the Foundation Diploma

The calculation would be:

| Unit | GLH | Grade | Number of points |
|-----------|-----|------------------------|------------------|
| 1 | 60 | Distinction | = 18 points |
| 2 | 60 | Near-Pass | = 12 points |
| 3 | 60 | Distinction | = 18 points |
| 4 | 90 | Distinction | = 27 points |
| 5 | 60 | Merit | = 16 points |
| 7 | 60 | Merit | = 16 points |
| 9 | 60 | Pass | = 14 points |
| 14 | 60 | Pass | = 14 points |
| 24 | 30 | Merit | = 8 points |
| Total GLH | 540 | Total number of points | = 143 points |

In this example, Learner C has an overall qualification grade of a Merit Merit.

Qualification grade table OCR Level 3 Cambridge Technical Foundation Diploma (540 GLH)

The table below shows the points ranges and the grades that those ranges achieve.

| Points range | Grade | |
|---------------|---------------------------|------|
| 156 and above | Distinction* Distinction* | D*D* |
| 153 – 155 | Distinction* Distinction | D*D |
| 150 – 152 | Distinction Distinction | DD |
| 144 – 149 | Distinction Merit | DM |
| 138 – 143 | Merit Merit | MM |
| 132 – 137 | Merit Pass | MP |
| 108 – 131 | Pass Pass | PP |
| Below 108 | Unclassified | U |

Qualification grade table

OCR Level 3 Cambridge Technical Diploma (720 GLH)

The table below shows the points ranges and the grades that those ranges achieve.

| Points range | Grade | |
|---------------|---------------------------|------|
| 208 and above | Distinction* Distinction* | D*D* |
| 204 – 207 | Distinction* Distinction | D*D |
| 200 – 203 | Distinction Distinction | DD |
| 192 – 199 | Distinction Merit | DM |
| 184 – 191 | Merit Merit | MM |
| 176 – 183 | Merit Pass | MP |
| 144 – 175 | Pass Pass | PP |
| Below 144 | Unclassified | U |

Qualification grade table

OCR Level 3 Cambridge Technical Extended Diploma (1080 GLH)

The table below shows the points ranges and the grades that those ranges achieve.

| Points range | Grade | |
|---------------|--|--------|
| 312 and above | Distinction* Distinction* Distinction* | D*D*D* |
| 308 – 311 | Distinction* Distinction* Distinction | D*D*D |
| 304 – 307 | Distinction* Distinction Distinction | D*DD |
| 300 – 303 | Distinction Distinction Distinction | DDD |
| 292 – 299 | Distinction Distinction Merit | DDM |
| 284 – 291 | Distinction Merit Merit | DMM |
| 276 – 283 | Merit Merit Merit | MMM |
| 268 – 275 | Merit Merit Pass | MMP |
| 260 – 267 | Merit Pass Pass | MPP |
| 216 – 259 | Pass Pass Pass | PPP |
| Below 216 | Unclassified | U |

11 Certificate and results

Claim a qualification

For the internally assessed units, there are no specific deadlines for claiming the units. However, it's important to make claims only when you're confident the learner has met the requirements for the unit.

For examined units, the assessment is time-tabled and we'll issue results according to the schedule given in the Administration area, www.ocr.org.uk/administration/.

We can only award a qualification and issue a certificate for it once the learner has achieved all the units required for the qualification they've been entered for.

You shouldn't make a claim unless, in the final opinion of your centre, the evidence meets the requirements for certification.

Certificates

We'll put the regulated qualification titles and numbers on learners' certificates.

We'll issue a certificate confirming achievement of the qualification directly to your centre for successful learners. This is an automated process, you don't need to claim or 'cash-in' a full qualification.

Unit certificates will not be issued as standard; however, a unit certificate can be requested by the centre. The unit certificate will be free of charge providing it is claimed within 2 years (24 months) of the Learner being entered for the qualification.

If a learner can't complete the full qualification you can print a result slip showing individual unit results, from OCR Interchange, or you can make a specific request for unit certificates.

Refer to the Administration area, certificates, www.ocr.org.uk/administration/ for full details.

Replacement certificates

For details on replacement certificates refer to the Administration area, certificates, www.ocr.org.uk/administration/.

Enquiries about results

Under certain circumstances, you may wish to query the result(s) issued to one or more learners.

To find out more about this, please refer to the JCQ *Post-Results Services* booklet and the Administration area, post results services, www.ocr.org.uk/administration/.

12 Administration and other information

For information on how to administer these qualifications please follow the link to OCR's Administration area, www.ocr.org.uk/administration/

You'll find all the details about how the qualifications run, what you need to do and when. It covers everything from becoming an OCR centre, to making entries, claiming certificates, special arrangements and contacting us for advice.

Avoidance of bias

We've taken great care in preparing these qualifications to avoid bias of any kind. We've given special focus to the eight strands of the Equality Act with the aim of making sure both direct and indirect discrimination are avoided.

Access arrangements and special consideration

There can be adjustments to standard assessment arrangements on the basis of the individual needs of learners.

It's important that you identify as early as possible whether learners have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and choose a qualification or adjustment that allow them to demonstrate attainment.

The responsibility for providing adjustments to assessment is shared between your centre and us. Please read the JCQ booklet *Access Arrangements and Reasonable Adjustments* at www.jcq.org.uk.

If you have learners who need a post-examination adjustment to reflect temporary illness, indisposition or injury at the time the assessment was taken, please read the JCQ document *A guide to the special consideration process*.

There's more guidance on access arrangements and special consideration on the Exams Officers area of the website <http://www.ocr.org.uk/ocr-for/exams-officers/>.

If you think any aspect of these qualifications unfairly restricts access and progression, please email or call our Customer Support Centre.

13 Contacting us

Feedback and enquiries

We aim to provide consistently great customer service and your feedback is invaluable in helping us to achieve our goal. For questions about our qualifications, products and services, please contact the [Customer Support Centre](#). To leave your feedback on the OCR website, people and processes please use our [feedback form](#).

Write to: Customer Support Centre
OCR
Progress House
Westwood Way
Coventry
CV4 8JQ

Email: vocational.qualifications@ocr.org.uk

Telephone: 024 76 851509

Fax: 024 76 421944

You could also visit our website at www.ocr.org.uk for more information about our qualifications.

Complaints

We are committed to providing a high quality service but understand that sometimes things can go wrong. We welcome your comments and want to resolve your complaint as efficiently as possible. To make a complaint please follow the process set out on our [website](#).

Appendix A Performance descriptors

The performance descriptors indicate the level of attainment associated with Pass, Merit and Distinction grades at Level 3.

They are for use in developing units and assessment criteria, setting assessment materials and in determining grade boundaries (where applicable) at awarding meetings. They give a general indication of the levels of attainment likely to be shown by a representative learner performing at these boundaries.

The descriptors must be interpreted in relation to the content in the units and the qualification as a whole; they are not designed to define that content. The grade awarded will depend, in practice, on the extent to which the learner has met the learning outcome(s) overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

Level 3 Pass

At Pass, learners show sound knowledge of the basic elements of much of the content being assessed, but find further development and application of their understanding to some more complex problems or less familiar contexts difficult. The most fundamental practical skills are executed effectively but lack refinement, producing functional outcomes.

Level 3 Merit

At Merit, learners show good knowledge and understanding of many elements of the content being assessed, and can regularly apply their understanding to different situations and problems. Some higher order tasks involving detailed explanation, evaluation and analysis may be accessed less readily. Practical skills are more developed than at Pass both in terms of range and quality and generally lead to outcomes which are of good quality as well as being functional.

Level 3 Distinction

At Distinction, learners show thorough knowledge and understanding of many elements of the content being assessed, and apply their understanding to increasingly advanced and complex situations and problems. Detailed explanation, evaluation and analysis are undertaken. A wide range of practical skills including more advanced techniques are demonstrated independently.

Appendix B Opportunities for applying learning across units

| Links to other units | Originating unit | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------|------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 1 | | ✓ | | | | ✓ | | | ✓ | | ✓ | | | ✓ | | ✓ | ✓ | | | ✓ | ✓ | ✓ | | | |
| 2 | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | |
| 3 | | ✓ | | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | ✓ | ✓ | ✓ | | | ✓ | |
| 4 | | | | | | | | | | | | | | ✓ | ✓ | | | ✓ | | | | | | | |
| 5 | | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | | | | ✓ | | | | | | | | | ✓ | |
| 6 | ✓ | ✓ | | | | | ✓ | | ✓ | | ✓ | | | ✓ | | ✓ | ✓ | ✓ | | | | ✓ | | | |
| 7 | ✓ | ✓ | ✓ | | | ✓ | | | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | | ✓ | ✓ | | | |
| 8 | ✓ | ✓ | ✓ | ✓ | | | | | | | ✓ | ✓ | | | ✓ | | | | | | | ✓ | | | |
| 9 | ✓ | ✓ | | | | ✓ | ✓ | | | | ✓ | | | ✓ | ✓ | | | | | | | ✓ | | | |
| 10 | | ✓ | ✓ | ✓ | | ✓ | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | ✓ | ✓ | | |
| 11 | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | | | | ✓ | | | ✓ | | | | | | | | ✓ | | |
| 12 | ✓ | ✓ | ✓ | | | | ✓ | | ✓ | | ✓ | | | | | ✓ | ✓ | ✓ | | | ✓ | ✓ | | | |
| 13 | | ✓ | | | | | ✓ | | | ✓ | | | | | ✓ | | | | | | | ✓ | ✓ | ✓ | |
| 14 | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | ✓ | ✓ | | ✓ | | | | ✓ | ✓ | | |
| 15 | ✓ | ✓ | | ✓ | | ✓ | | | ✓ | ✓ | ✓ | | ✓ | ✓ | | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | |
| 16 | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | | | ✓ | ✓ | | |
| 17 | ✓ | ✓ | | ✓ | | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | ✓ | | | |
| 18 | ✓ | ✓ | | ✓ | | ✓ | ✓ | | | | | | | ✓ | | ✓ | | | ✓ | | | ✓ | ✓ | | |
| 19 | ✓ | ✓ | ✓ | | | | | | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | | | | ✓ | ✓ | | |
| 20 | ✓ | ✓ | ✓ | | | | | | | | ✓ | | | | | | | | | | | ✓ | ✓ | | |
| 21 | ✓ | ✓ | | | | | ✓ | | | | ✓ | | | | ✓ | | | | | | | | ✓ | ✓ | |
| 22 | | ✓ | | | | ✓ | | | | | | ✓ | | ✓ | ✓ | ✓ | ✓ | | | | | | ✓ | | |
| 23 | | ✓ | | | | | | | | ✓ | | | | | ✓ | | | | | | | | | ✓ | |
| 24 | | | ✓ | | ✓ | | | | | | ✓ | | | ✓ | ✓ | | | | | | | ✓ | ✓ | | |
| 25 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |

This identifies opportunities for developing links between teaching and learning with other units in the Health and Social Care suite. Learners don't have to achieve the units in any particular order but it's worth noting that the content in mandatory Units 1, 2, 3, 4, 5 and 7 underpin the learning in other units. You must consider the relationship between the mandatory units and the others when you plan the learning programme. We strongly recommend that learners achieve these units before being assessed in others

Unit 12 in the Foundation Diploma and Unit 12 or Unit 14 in the Diploma should be taken as the final unit as learners will draw on their skills, knowledge and understanding acquired through other units and apply what they have learned. Similarly, for learners studying the Extended Diploma, Unit 25 should be entered for towards the end of the study programme as learners will draw on learning from across the range of units in the assessment of this one.

Appendix C Key updates to this handbook

| Section | Title of section | Change | Version and date issued |
|--------------|--|--|-----------------------------|
| 1 | Qualifications at a glance | Updated sections to reflect the introduction of: <ul style="list-style-type: none"> the near-pass unit grade for examined units the unit point values for the near-pass grade the new minimum number of points required for the qualification grade at Pass. the additional resit opportunity for examined units | Version 05 December 2018 |
| 7 | Summary of the externally assessed units, How these units are assessed, Resitting external assessment | | |
| 10 | Externally assessed units, Qualification, Calculating the qualification grade, Qualification Grade tables | | |
| All sections | | Updated link to the new Administration area on the OCR website | Version 04 January 2017 |
| 1 | Qualification overview | Now includes: <ul style="list-style-type: none"> Size and purpose at a glance Qualification at a glance | Version 03 August 2016 |
| 2 | Qualification size | Information about Total Qualification Time (TQT) | |
| | How are these qualifications assessed? - | Updated information | |
| | Funding - | Updated information and links | |
| 3 | MAPS (Managed Assessment Portfolio System) | Removed | |
| 4 | How these qualifications are structured | Added 1080 structures | |
| 5 | Preparing for qualification delivery and assessment | Updated information | |
| 6 | Synoptic assessment | Updated information | |
| 8 | Internal assessment | Updated information and added Reporting suspected malpractice | |
| All sections | | Specialist pathways removed Changes to structure | Version 2 March 2016 |

To find out more

ocr.org.uk/healthandsocialcare

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



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