



## **Vocational Qualifications (QCF, NVQ, NQF)**

### **Life and Living Skills**

Entry Level 1-3 – 10160-10172, 10181-10183

### **OCR Report to Centres 2016**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

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This report on the examination provides information on the performance of candidates, which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

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

OCR will not enter into any discussion or correspondence in connection with this report.

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# Life and Living Skills, 10160 – 10172, 10181, 10182, 10183

## 1. Overview:

Life and Living Skills is a comprehensive suite of qualifications. The qualifications available are as follows: Introductory Award, Award, Extended Award, Certificate, Extended Certificate and Diploma. There are over 150 bite-sized units across a wide range of skills areas, such as 'Personal skills', 'World of work', 'ICT', 'Communication', 'Numeracy' and 'Environment and community'.

The suite has a fully flexible structure, with no mandatory units or barred combinations. The units are available at Entry 1, Entry 2 and Entry 3. OCR accredits learners with spikey profiles, who achieve units at different levels.

Life and Living Skills is suitable for a wide range of learners, of all ages, including those:

- moving towards employment
- taking traineeships
- taking ESOL qualifications
- in secure establishments
- with special educational needs.

**The moderation process has identified elements of best practice. This has included:**

- good use of internally standardised centre-set assignments and resources that provide learners with excellent opportunities to demonstrate their abilities
- signed observation statements and/or discussion, questions and answers, recorded in the *Record of Assessment and Evidence*, that provide in depth evidence, which demonstrate exactly how the learners have met the AC in their own individual way
- outcomes of activities attached to the *Record of Assessment and Evidence* in the form of learner's own work/worksheets, photographs, screenshots, written work, recordings from discussions etc.
- evidence that is well-annotated by learners/centre assessors and clearly linked to the AC.

## 2. General Comments

### Entry 1

Centres have become increasingly adept at selecting the most appropriate units for their learners at this level. Overall, the evidence submitted demonstrated, in a detailed and specific way, exactly how the learners met the AC for the units. Therefore, the performance has been good.

Centre assessors have made excellent professional judgements in terms of choosing units, which most suitably match their learners' abilities and interests. The *Guide to stages on Entry 1 Achievement Continuum covered by E1 units* has also been helpful, as it has served to identify the most appropriate units for learners who may be at different stages of the Achievement Continuum. For example, a learner at Achievement Continuum stage 1 could be provided with the opportunity to achieve B06 'Encountering experiences: being a part of things', whereas a learner at the higher stage of 10 could be supported to achieve a more complex E1 unit, such as M08 'Emotional wellbeing'.

**Entry 2 & 3**

As with Entry 1, learner performance has been good. This is due to some very detailed evidence recording that clearly shows how each individual learner met the AC for the unit/s submitted. Centre assessors provided their learners with many engaging activities to develop their knowledge, skills and abilities. For example, group discussions, trips out to shops and community facilities, talks given by experts, re-developing garden plots, performing in musicals, developing presentations etc.

**At all levels**

It is clear that Centres are embedding these units around their own curriculum and they are being delivered in a dynamic and engaging way, which is of great benefit to learners. Activities have been very well differentiated to meet the learners' own individual learning requirements.

**3. Comments on Individual Units**

A good number of centres are submitting IT screenshots to evidence how their learners have met the LO/AC for the ICT units. This is good practice, as the evidence shows exactly what each of the learners did to achieve the unit/s as a whole.

It has been very encouraging this year to witness centres and learners becoming increasingly aware of the plural words stated in the AC in individual units.

As an example: unit M27 – Healthy living, AC 1.2 states 'Choose appropriate activities that can make an improvement to their lifestyle'. Learners are fully evidencing that they can choose more than one relevant activity to make an improvement to their lifestyle, thus demonstrating that they have met the requirements of the AC. However, it is still the case, in a small number of submissions, that the evidence does not fully address the plural words stated in the AC. Centre assessors are reminded to be aware of this when carrying out assessment tasks.

OCR guidance in the document 'Command Verbs', which is located on the Life and Living Skills website, has been very helpful in supporting centre assessors in understanding the meaning of the command verbs, such as: 'Describe', 'Choose', 'Carry out', 'Identify', 'State' etc.

As an example: unit M25 – Emotional wellbeing, AC 1.3 states 'Identify three ways to improve self-confidence' and sound evidence has included a learner writing down three things that he/she could do to improve their self-confidence, i.e.: 'I could make more effort with my appearance. I could take up a new hobby. I could try to make new friends. All these things could help me to improve my self-confidence.' This learner met the AC in a clear, detailed and individualised way.

**4. Sector Update**

Currently, there is an increased focus on ensuring that all learners, including those with particular special educational needs, are able to access meaningful study programmes with clear outcomes. The OCR Life and Living Skills qualifications will be pivotal in this for entry-level learners.

**OCR (Oxford Cambridge and RSA Examinations)**  
1 Hills Road  
Cambridge  
CB1 2EU

**OCR Customer Contact Centre**

**Skills and Employment**  
Telephone: 02476 851509  
Fax: 02476 421944  
Email: [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

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**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

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