

Vocational Qualifications (QCF, NVQ, NQF)

Life and Living Skills

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

Moderators' report 2022/2023

About this Moderators' report

This report on the 2022/23 assessments aims to highlight:

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

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.

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Overview

The OCR Life and Living Skills is a comprehensive range of versatile and adaptable, credit-based qualifications. They are appropriate for a wide range of learners, who need to develop knowledge and skills in areas such as 'Arts and crafts', 'Communication', 'Home management', 'Performing arts', 'Personal skills', 'World of work', 'Horticulture', 'Media' and 'Numeracy'. Across the skills areas, over 140 units are available, which means that units can be chosen to suit the learners' individual requirements and interests.

The six qualifications available are:

- Introductory Award
- Award
- Extended Award
- Certificate
- Extended Certificate
- Diploma

Good practice

Centres delivering the Life and Living Skills qualifications submitted entries for learners with a range of abilities across the three Entry Levels. Teachers chose units that suited the learners' interests, which were clearly motivating and engaging for the learners, such as unit D06 'Preparing drinks and snacks', N09 'Preparation for work' and E03 'Preparing and planting a site'. This good practice supported the learners in being able to achieve to their full potential. Overall, the OCR Records of Assessment and Evidence submitted for external moderation were completed in a thorough way.

Best practice has included:

- signed observation statements and/or discussion, question and answer notes, recorded in the Record of Assessment and Evidence forms, that have provided detailed evidence to demonstrate exactly how each of the learners have met the assessment criteria in their own distinctive way
- outcomes of activities that have been attached to the record of assessment and evidence booklet in the form of learners' own work/worksheets, photographs, screenshots etc.
- all evidence clearly linked to the assessment criteria.

General comments

The learners' performance is very good across all three levels, which demonstrates the sound teaching, learning and differentiation that is taking place in centres.

Entry Level 1 (EL1) - There are many E1 units to choose from, across all the skills areas. Centres are reminded to refer to The Guide to Stage on Entry 1 Achievement Continuum covered by E1 units, which identifies the most appropriate units for learners at the different stages of the Achievement Continuum. For example, a learner at Achievement Continuum Stage 2 (Early awareness) could be provided with the opportunity to achieve B05 'Engaging with the world around you: people', whereas a learner at the 'Application' stage could achieve a more complex EL1 unit, such as M08 'Emotional wellbeing'.

Entry Level 2 and 3 (EL2, EL3) - There is good evidence of centres facilitating some excellent activities for learners who are studying the EL2 and EL3 units, e.g. visits to local community facilities, undertaking work experience, planning and taking part in mini-enterprise charity events, creating food to share with others, preparing for stage performances etc.

Comments on individual units

New centres are recommended to make full use of the third column on each of the unit documents, which provides examples of the ways the assessment criteria could be met. Centres have found this section very helpful in the past.

Centres are also advised to remember that many units contain plural words/phrases in the AC. Overall, there is good evidence that centres are aware of these, but some centres do need reminding of this issue to avoid the withdrawal of any units. For example, in Unit D16 'Basic food preparation', AC 1.1 states 'Select the correct ingredients for basic dishes'. This requires the learners to select at least two ingredients for at least two basic dishes, e.g. pizza base, cheese and tomato sauce to make pizza and sausage meat and shortcrust pastry to make sausage rolls.

In addition, centres are reminded that all the unit AC contain command verbs. In a small number of cases, especially where centres are new to the qualifications, misinterpretation of the command words has resulted in the withdrawal of a unit. To clarify:

Unit	N13 – Carrying out tasks at work
AC	AC 1.1 Undertake various tasks at work
How this may be misinterpreted	The centre provides evidence that the learner can identify how they <u>could</u> undertake various tasks at work, e.g. the learner states 'If I was at work as a decorator, I would remove all the furniture from the room, clean the walls and paint the walls using emulsion paint'.
Exemplar evidence	The centre provides evidence that the learner undertook various tasks at work e.g. the assessor states 'I observed {learner's name} undertaking various tasks at work when on a work placement as a decorator. They removed all the furniture from the room, cleaned the walls and painted the walls using emulsion paint and an emulsion brush.'

Sector update

The Life and Living Skills qualifications have been extended. The next review date is 31 December 2025.

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