

Vocational Qualifications (QCF, NVQ, NQF)

Learning and Development, Education and Training

- Level 3 Award Facilitating Learning and Development – **10229**
- Level 3 Certificate Learning and Development – **10230**
- Level 4 Award Learning and Development – **10231**
- Level 4 Diploma Learning and Development – **10232**
- Level 3 Award Assessing Competence in the Work Environment – **08353**
- Level 3 Award Assessing Vocationally Related Achievement – **08354**
- Level 3 Certificate Level 3 Award Assessing Vocational Achievement – **08355**
- Level 4 Award Internal Quality Assurance of Assessment Processes and Practice – **08357**
- Level 4 Award External Quality Assurance of Assessment Processes and Practices – **08359**
- Level 4 Certificate Leading the External Quality Assurance of Assessment Processes and Practice – **08360**
- Level 4 Certificate Leading the Internal Quality Assurance of Assessment Processes and Practice – **08361**
- Level 3 Learning and Development – **3345**
- Level 4 Learning and Development – **3346**
- Level 5 Learning and Development – **3347**
- Level 4 Co-ordination of Learning and Development Provision – **3412**
- Level 3 Direct Training and Support – **3413**
- Level 4 Management of Learning and Development Provision – **3414**
- Level 3 Award Assessing Candidates' Performance Through Observation – **3434**
- Level 3 Award Assessing Candidates Using a Range of Methods – **3435**
- Coaching Learners in the Workplace Certificate – **3436**
- Initial Assessment and Support of Learners Certificate – **3438**
- Mentoring in the Workplace Certificate – **3440**
- Review and Assessment of Learning Certificate – **3441**

OCR Report to Centres August 2014

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.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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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Learning and Development, Education and Training

1 The qualifications and standards

- **Structure and content**

Assessment Team:

Clear, comprehensive advice has been given by the External Quality Assurer (EQA) team this year. In general the centre teams appear to be sufficient, knowledgeable and appropriately resourced.

Only on a very few occasions has the EQA raised issues within this section of the report. The following are the main issues reported:

- Insufficient standardisation of actual candidate evidence. This continues as a weakness.
- Continuous Professional Development (CPD) is generally of a good standard. However, it is occasionally found to be vague, insufficiently recorded, not within appropriate time scales, irrelevant to the subjects the assessor or internal quality assurers are working on and lacks reflection.
- Lack of planning for CPD activities has again been noted.

Resources:

- Centre developed resources are generally of a high standard.
- Staffing has remained sufficient.
- Equipment and accommodation, with regards to health and safety requirements, are adhered to, generally shown by records, information, posters and certificates held in centres.
- Centres have also purchased and used appropriate books for these qualifications.

Candidate Support:

- Candidate interviews by the EQA team indicate a high level of satisfaction with the course and centre teams – no issues were raised. A good proportion of interviews had been carried out.
- Candidates have increased access to electronic portfolios.
- On limited occasions it has been noted that trainee assessors (taking one of the assessing qualifications), have not had sufficient access to, or knowledge of, the full range of assessment methods required within their chosen qualification. It was actioned that the centre should consider an entry requirement checklist to ensure trainee assessors were actually in a position to produce the correct evidence in sufficient quantities to confirm their competence.

Assessment and Verification:

In the majority of visits the EQA reported a good standard of assessment and quality assurance. However, the following are some of the notable issues that have occurred:

- There is the occasional confusion around which of the three assessing qualifications to take. If the candidate is simulating real life activities they should use the Award in Assessing Vocationally Related Achievement qualification. If they assess in a simulated environment then it would be completely appropriate to have a qualification confirming this. If they assess in the work environment they should take the Award in Assessing Competence in the Work Environment qualification. Clearly, if they assess in both environments, then they should be looking at the Certificate in Assessing Vocational Achievement.
- Queries have been received around centres simulating activities within the assessment and quality assurance suite of qualifications. This still remains unacceptable.
- We have also seen an increase in comments around the lack of clarity in professional discussions. Centres need to remember to introduce who is talking to who, the date they are talking and the start and finish times of the discussion.
- Please see the FAQs on the OCR website for further clarity.

Management Systems and Records:

There are very limited concerns in this area.

Assessment Summary:

To summarise, a generally well conducted set of EQA visits have been carried out this year. The team has confidently and accurately supported centres during continuing changes in the further education sector.

2 Sector Developments

The vocational sector as a whole has again been affected by the many changes in education that have occurred over the last 12 months.

- **A good source of information can now be found at The Education & Training Foundation:**

<http://www.et-foundation.co.uk/our-priorities/vocational-education-training/>

The following can be viewed in full on the above website.

Vocational Education and Training

The Education and Training Foundation is supporting Colleges, Training Providers and Employers to improve the quality, outcomes and impact of vocational education and training (VET) with a clear line of sight to work.

Our ambition is to contribute to the creation of a world class VET system, with employers at its heart.

The VET team is taking forward the recommendations from the Commission on Adult Vocational Teaching and Learning (CAVTL) report [‘It’s about work ...’](#)

Our initial activities include:

- Developing a national framework for [Teach Too](#), to encourage people from industry to spend time teaching, and for teachers and trainers to spend time in the workplace.

- Supporting the sector in implementing [Traineeships](#) and [Apprenticeships](#).
- Supporting the development of the learning technologies agenda in response to the FELTAG report.
- Supporting the sector in embedding and extending [skills competitions](#).
- Designing and developing models of employer/provider partnerships – based on the concept of the Two Way Street.
- Disseminating the joint [CAVTL/Ofsted case studies](#) of excellent vocational teaching and learning practice.

National VET Conference

In November 2014, we will run the second National VET Conference in partnership with the UK Commission for Employment and Skills, hosted by the Skills Show. It aims to harness the ambition of employers, colleges, training providers, leaders, managers, teachers, trainers and learners, trade unions, professional associations and learned societies, to be part of a movement to raise the status and improve the quality and impact of vocational education and training.

One of the last announcements from LSIS:

- Future of LSIS's work on national occupational standards and apprenticeships
Published: 9 July 2013.

Following the announcement that LSIS is closing in July 2013, it has now been confirmed that the Education and Training Foundation will be taking forward all UKCES standards related work for the following occupational areas: Further education teaching professional (2312) and Vocational and industrial trainers and instructors (3563).

For the 2014/15 commissioning round, UKCES will put in place a process whereby other organisations will be able to take forward UKCES standards related work for the remaining occupational areas previously within the LSIS remit. For further information, please contact Mark Rayner (mark.rayner@ukces.org.uk) or Leigh Dickinson (leigh.dickinson@ukces.org.uk) at UKCES.

Other developments:

- OCR are currently working with Ofqual with the intention to extend Assessing and Quality Assurance qualifications (see below) to bring them in line with the rest of the Learning and Development suite, which currently have an end registration date of 31 December 2015 and an end certification date of 31 December 2018.

500/9944/9 OCR Level 3 Award in Assessing Competence in the Workplace

500/9942/5 OCR Level 3 Award in Assessing Vocationally Related Achievement

500/9941/3 OCR Level 3 Certificate in Assessing Vocational Achievement

500/9943/7 OCR Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice

501/0454/8 OCR Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

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500/9945/0 OCR Level 4 Award in the External Quality Assurance of Assessment Processes and Practice

501/0455/x OCR Level 4 in Leading the External Quality Assurance of Assessment Processes and Practice

- A few reports indicate that centre numbers are reducing due to changes in funding, or funding uncertainty.

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