

OCR

Oxford Cambridge and RSA



LEARNING PROGRAMMES

AS AN EDUCATION PROVIDER, YOU ARE REQUIRED TO...

- Provide study programmes for under 19s
- Customise education and support to meet individual needs
- Demonstrate impact of individual learning outcomes



WE SUPPORT YOUR AMBITION TO MAKE A DIFFERENCE IN THE LIVES OF THE LEARNERS WITH WHOM YOU WORK.



“ At OCR we care about vocational education and are driven by our passion to develop skills to support the UK economy.

Our qualifications and materials are designed not just to develop a culture and ethos that's about exam results, but education for character, employment and the community.

With 1 million youth unemployed and skills gaps identified in young people in the UK; OCR, FE, training providers and employers need to work together to improve the employability and work prospects of individuals.

Charlotte Bosworth
Director for Skills and Employment at OCR



OCR CAN SUPPORT YOU WITH...

- A broad range of units and qualifications to meet learners' needs of all ages
- A free 'level checker' and free English and maths diagnostic tools for learners
- Tailored and bite-size English, maths, life and work skills resources
- Free diagnostic tools to measure progress and impact of study programmes
- Curriculum design and planning, saving you time
- Online learning resources.

THE CHANGING VOCATIONAL SCENE

People with outstanding vocational abilities are vital to our economy. With 1 million youth unemployed and significant skills gaps identified in people of all ages in the UK, further education colleges and training providers have a critical role to play in improving the work prospects and employability of individuals.

The Government has already put in place reforms to ensure that learners can combine core academic subjects with high-quality vocational qualifications from age 14. And at 16, two thirds of learners in full-time education take some kind of vocational study. At the same time, many employers place emphasis on broader social skills and good English and maths to access and thrive in the workplace.

You are being asked to ensure learners are equipped with vocational expertise and the broader skills for life and work, within a new funding framework, introduced in September 2014. To this end, OCR can support you, providing qualifications, teaching and learning resources and tools to measure impact of study for learners – something all FE providers are going to have to demonstrate.



“ I feel a lot more confident in myself and I believe that I can become something that I would not be able to be. ”

Harry Cuthbertson
Learner

WE'LL WORK WITH YOU

As changes occur to funding, inspection frameworks and qualifications, you will be faced with some tricky decisions.

That's the time to talk to us at OCR. There is no one better qualified to help.

We combine the vocational heritage of RSA with the aspirational approach to education that our link with the University of Cambridge uniquely provides.

And with these outstanding credentials comes a real desire to help you empower young people, giving them the skills, knowledge and confidence for employment and life.



For more information on working with OCR, email Charlotte Bosworth, Director of Skills and Employment at OCR at charlottep.bosworth@ocr.org.uk

“ We worked closely with OCR to develop a learning programme for the 2nd Chance School. We found their knowledge and expertise in this area invaluable in developing a curriculum model for the college that helps young people prepare for employment, further education or further training. ”

Brian Linden
Founder 2nd Chance College

HOW OCR CAN HELP YOU

Take advantage of our support

At OCR we don't just provide outstanding learning programmes, we offer a full package of support services including free course materials, online resources and testing tools. This will help you ease the burden of change and support your curriculum planning and delivery, in line with funding and other regulatory requirements.

Measuring learners progress

Our free diagnostic tools will enable you to measure learners' progress at different stages of the course, highlighting where improvements can be made for greater success all round.

Improve your financial efficiency

Funding change is frequent and frustrating. Our funding guru can help you get to grips with optimising the funding available to your centre – within a contract or via initiatives such as the Employer Ownership of Skills.



“ *Cambridge Traineeships will definitely change you for one; better qualifications, more training and probably get you a job somewhere.* **”**
Philip Donovan
Learner

Take the strain out of learning programmes

You could have a clear idea of the programme you want to deliver, or you may appreciate some model pathways and combinations of qualifications and units for different learner cohorts. We can help you identify the options available to meet learners' needs.

Our online entry system, Interchange, makes entering for a 'package' or learning programme, e.g. Cambridge Traineeships or Apprenticeships, straightforward and fast.

For Traineeships, if you don't want a full planning service, just some pointers in the right direction, we have developed a programme builder (available on the OCR website) that allows you to view the elements available down to a unit level, pick the components that interest you, until you've met your required learning hours and then save your custom programme.

English and maths skills assessment and development

With progress and outcomes the watchwords for delivery, our free diagnostic tool and level checker provides accurate and reliable pinpointing of English and maths skills needs, allowing you to plan effective delivery, supported by our bite-size Cambridge Progression qualifications and our Functional Skills qualifications and support resources.

Supporting new ways of working

As changing technology supports innovation in teaching and learning, we are working with software systems market leader, Sherston, to support self-learning, allowing learners to develop their independent enquiry skills and making efficient use of your dedicated teaching hours.

Curriculum design and planning

We can help you to create coherent teaching and learning plans, with strategies for embedding English, maths, employability and entrepreneurship, saving you time.



“ *The programme itself was well designed... it's flexible in its learning and we were able to meet their needs individually. The difference is huge... confidence levels have grown intensely.* **”**
Sonia McCluskey
Managing Director of SET Training Ltd



CAMBRIDGE QUALIFICATIONS SUITES – RECOGNISED BY EMPLOYERS AND UNIVERSITIES

The Cambridge name on our qualifications suites represents more than just our history. We use the Cambridge Approach to Assessment to develop creative and inspiring vocational qualifications, working with practising tutors/teachers as well as industry specialists and leading employers.

The aim is to help you to:

- Build confidence and self-esteem in young people through a range of practical projects
- Encourage an enterprise culture where learners can be innovative, creative and entrepreneurial in their approach to work
- Persuade learners to take responsibility for their own learning
- Foster an enquiry-based approach to learning, to help prepare young people for the workplace.

Supporting you to make a difference to the lives of young people. Building their knowledge and confidence. Giving them essential life and work skills.

As you can see from our extensive range of units, qualifications, support materials and services, we have all the elements in place to support you to develop learning programmes with the desired impact. Our wide range of learning programmes lets you cater for everyone and measure and demonstrate the positive impact of a learners' student programme with you.

And with our free support services for learners and teachers, we are in a unique position to help you every step of the way.



THE NEW APPROACH

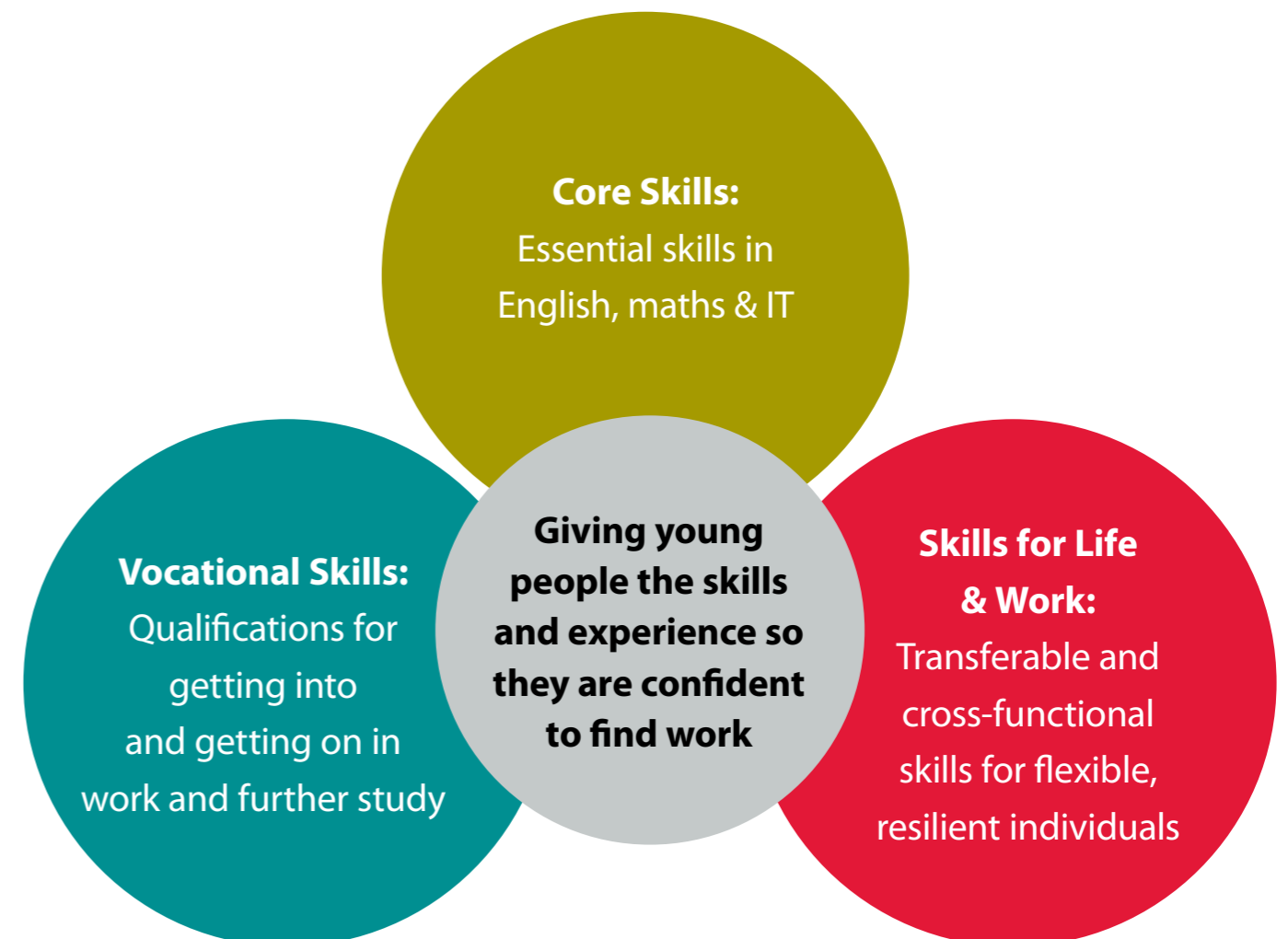
The CBI in their report, First Steps, outline a vision for improving education as part of a long-term UK growth strategy. They favour a co-ordinated approach, covering three areas – core subjects, enabling subjects, and personal qualities and attributes. The aim is to develop learners as compelling individuals, effective in their future lives.

This correlates with the Wolf Review of vocational education, in which Alison Wolf calls for a coherent programme of learning for young people. In other words, we need to consider their education as a whole.

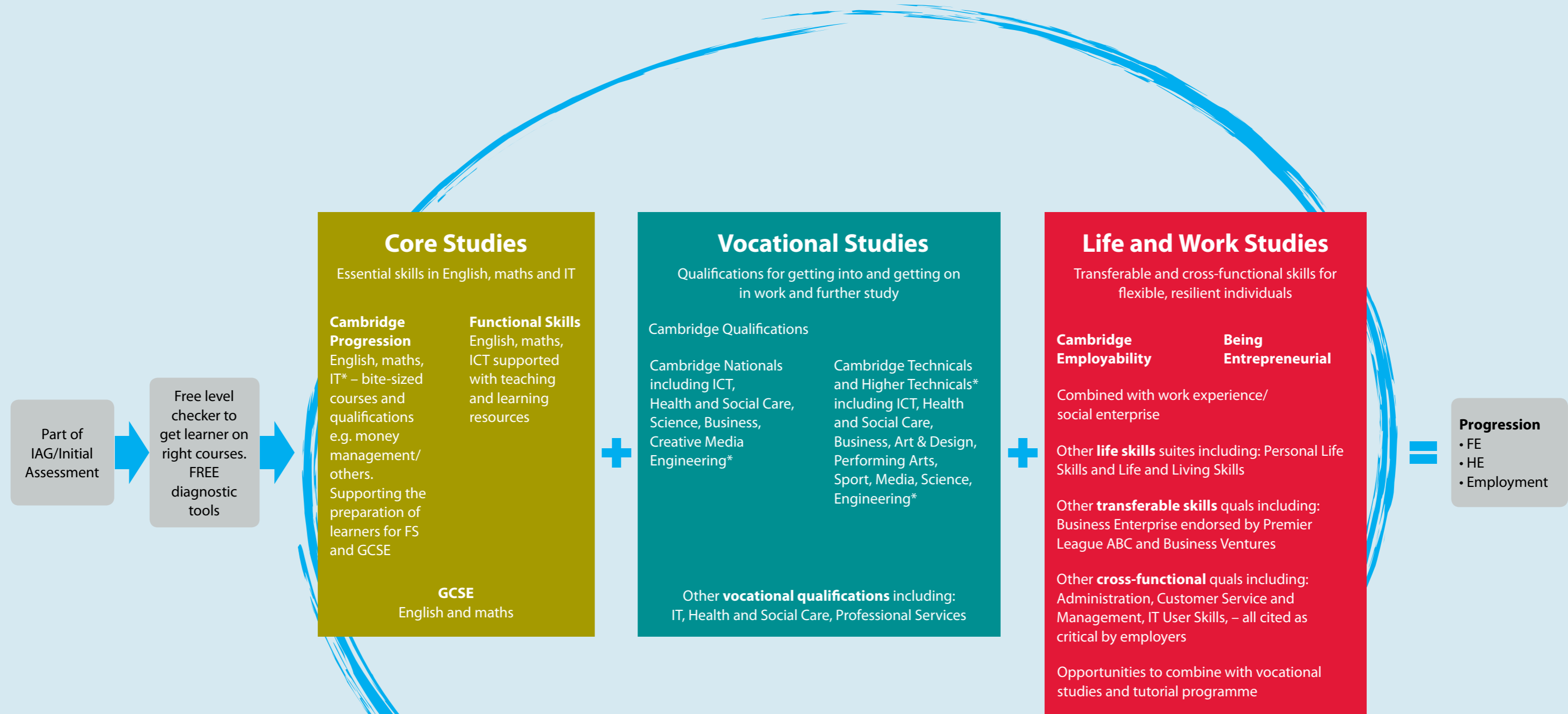
In policy terms, this has been reflected in the new 'learning programme' with emphasis on Apprenticeship Frameworks, the development of 16-18 study programmes and the introduction of Traineeships.

Our qualifications support the development of essential core, vocational and life skills and we can unite these in a variety of specific or customised learning programmes.

COMPONENTS OF A LEARNING PROGRAMME



LEARNING PROGRAMME MODELLING



*Core + Vocational + Life and Work = between 540 and 600 GLH***

**Depending on the needs of the learner.
*Currently under development.

KATO TRAINEESHIP PILOT CASE STUDY

A Providers perspective

In May 2013, OCR launched a pilot Traineeship designed to help young people in areas of high unemployment in Kent gain skills and experience to secure places on Apprenticeships or other sustainable employment.



Andrea Webb
Managing Director of Profile Development and Training

"The companies understandably wanted a say in who they might take on, so we set up a 'speed dating' day at the Kent Innovation Centre," explains Andrea. "We had eight employers and each candidate had five minutes to come in and present themselves. It gave the employers an opportunity to assess the candidates that we had selected."

The Traineeship programme has been delivered to the learners by Profile using a combination of classroom work on employability, plus 15 hours each week in a working environment with each of their employers.

"From our experience, Traineeships are a really good way of preparing young people for Apprenticeships and employment," concludes Andrea. "The employers have provided valid opportunities for the learners to get real-world work experience, and in fact some of them will progress into employment at the end of the course or go on to do an Apprenticeship. It has given them options they didn't have previously. Equally, the OCR qualifications that we're using are very good indeed. The employability skills provide us with a great framework within which to teach. For Traineeships, you don't have to do anything other than maths and English, but taking a technical unit, such as Customer Service or IT, benefits them and offers more purpose."

The Kent pilot, titled Step2Work and run by OCR and the Kent Association of Training Organisations (KATO), was set up to offer young people in Thanet and Gravesend an opportunity to improve their employability and readiness for work. One of two companies selected to run Step2Work was Profile Development and Training Ltd. The company, established in 2008 and based in Broadstairs in Kent, delivers vocational training throughout the county and the South East of England.

"We have been working with OCR for five years and we are also members of KATO," explains Profile's Managing Director, Andrea Webb. "When we became aware of the launch of Cambridge Traineeships, we were keen to see if we could assist with the trial. As a vocational training provider, Profile focuses equally on the needs of employers as well as the needs of learners and we felt that we could provide a bespoke solution to suit both."

Meanwhile, the recruitment of potential young learners was proving to be a tougher task.

"Reaching out to young unemployed people is not easy because it's quite difficult to make contact with them," says Niki, profile tutor. "We went out to the local Job Centres to find and interview young people, but many of the Centres didn't really understand it and even said that unemployed people risked losing their benefits because they would be working more than two days a week. The individuals we spoke with were all largely saying the same thing – they couldn't progress into an Apprenticeship or employment because they lacked real work experience, even if they did have good quality qualifications in place," explains Niki.

The Learner's perspective

19-year-old Alex Foster completed a pilot Traineeship called Step2Work at Profile Development and Training Ltd in the summer of 2013. After leaving education Alex thought that he had achieved enough to secure a job, but that wasn't to be, as he explains: "I applied for lots of jobs locally, but either didn't get any response whatsoever or was told that they would keep my CV on file for future reference. I didn't have any work experience and that put me in a catch 22 situation."



Alex Foster
Learner

By chance, a visit by Alex to his local Job Centre brought him into contact with Profile tutor Niki Kelly. *"The person at the Job Centre asked if I would be interested in a new course, which to be honest I knew nothing about. I was introduced to Niki from Profile and she talked to me about Step2Work. I liked the idea of being able to work and also focus some of my time studying business administration on the course,"* explains Alex.

After successfully signing up, Alex was introduced to the rest of the group of learners and was offered a work placement by Levicks Chartered Accountants in Kent. *"The work placement has really helped me,"* says Alex. *"As well as helping me to build my confidence, it's opened my eyes to other possibilities. As for the course, the maths and English is valuable because it helps you to brush up on what you've learned previously. It also helps that we're working in a relatively small group; each person can get a lot of personal attention from the tutor and it also means that we work together as a tight family."*

“ Go create your life, because no one else is going to do it apart from yourself. **”**



Yazmin Muir
Learner

FREE SUPPORT AND RECOGNITION OF YOUR LEARNERS ACHIEVEMENTS

Following the success of our recent Traineeship pilot, we plan to run further schemes to customise and test our skills, whilst helping you build relevant and successful learning programmes and recognise the achievements of your learners. To watch a short film of the pilot visit ocr.org.uk/cambridgetraineeships

If you are interested in running a pilot, email **Charlotte Bosworth, Director of Skills and Employment** at charlottep.bosworth@ocr.org.uk



“ My advice on coming on the Traineeship; go for it, there’s nothing wrong with going and trying new things. ”

Yazmin Muir
Learner



“ All my life I’ve been knocked down, I can’t do this and I can’t do that but I’ve gone out and done something for myself and better myself. ”

Scott Denham
Learner

SKILLS FOR EMPLOYMENT AND LIFE LEARNING PROGRAMMES

	Programme components				
16-19 (24) Study Programmes <ul style="list-style-type: none"> Entry 1 to Level 1 Includes learners with learning difficulties and disabilities (LDA, EHCP) up to age 24 Programme purpose should meet individual need Likely to last at least 1 year. Should include some English and maths Focus on meaningful work experience Smaller stepping stone qualifications encouraged. 	English and maths	Optional vocational qualifications	Work and life skills	Work experience	
16-19 Study Programmes <ul style="list-style-type: none"> Government requires Level 2 & Level 3 To prepare for further study, Apprenticeship or work Between 540 – 600 guided learning hours a year, generally for 2 years Should include English and maths if not already achieved at grade C or above Work experience and enrichment activities count towards the totals Supporting aims and enrichment could include work and life skills, languages, extended project etc. 	English and maths	Substantial vocational or academic qualifications	Supporting aims	Work experience	Enrichment and tutorial activities
<p>Policy Update – From November 2013, the Department for Education is publishing a list of Level 3 Academic, Applied General and Technical Level qualifications that meet ‘interim criteria’ to count towards performance tables in schools, colleges and training providers for learners in Key Stage 5. Cambridge Technicals have been submitted under the Applied General category. Centres can continue to offer any qualifications approved for use with 16-19 learners but only those on the list will be measured as a substantial vocational aim in accountability measures. Further developments towards the ‘full criteria’ and for L2 qualifications will follow.</p>					
Traineeships <ul style="list-style-type: none"> For learners aged 16-24 working at E3-L1 To prepare for an Apprenticeship or employment Short duration – maximum 6 months Should include English and maths if not already achieved at grade C or above Focus on meaningful work experience and employability/life skills. 	English and maths	Optional vocational qualifications	Work and life skills	Work experience	
Apprenticeships <ul style="list-style-type: none"> For learners aged 16 and above Levels 2-7 To prepare for work Minimum 1 year duration Should include English and Maths Functional Skills if not achieved at L2/Grade C or above Knowledge and competence qualifications determined by framework Apprentices must be employed and paid. 	English and maths	Specific knowledge & competence vocational qualifications	Personal learning and thinking skills	Work experience	Employee rights and responsibilities
<p>Policy update – Following the recent announcements regarding the Richard Review and Whitehead Review, we are working with employers to develop our future vocational qualification provision to ensure high-quality content and relevant assessment.</p>					
Offender Learning <ul style="list-style-type: none"> OLASS Priority Learning Aims Focus on developing skills and routes to employment, especially in the 12 months before release. 	English and maths and ESOL	Vocational qualifications including QCF units	Work and life skills including IT user skills	Work experience in prison/ simulated	



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PROVIDING THE POWER TO EMPOWER



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Contact us

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

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