

Vocational Qualifications (QCF, NVQ, NQF)

Management & Team Leading

Level 2 Team Leading – 03366

Level 3 Management – 03367

Level 7 Management – 03369

Level 2 Team Leading (Tech Cert) – 09878

Level 3 Management (Tech Cert) – 09879

Level 5 Diploma Management & Leadership (Tech Cert) – 10336

OCR Level 2 Diploma in Team Leading – 10386

OCR Level 3 Diploma in Management – 10387

OCR Level 5 NVQ Diploma in Management and Leadership – 10388

Moderators' report 2019 series

About this Moderators' report

This report on the 2019 series 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 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.

The report also includes links and brief information on:

- A reminder of our **post-results services** including **reviews of results**
- Link to **grade boundaries**
- **Further support that you can expect from OCR**, such as our CPD programme

Reviews of results

If any of your students' results are not as expected you may wish to consider one of our reviews of results services. For full information about the options available visit the [OCR website](#). If University places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications: <http://www.ocr.org.uk/administration/stage-5-post-results-services/enquiries-about-results/service-2-priority-service-2-2a-2b/>

Grade boundaries

Grade boundaries for this, and all other assessments, can be found on the [OCR website](#).

Further support from OCR

CPD Training

Attend one of our popular CPD courses to hear exam feedback directly from a senior assessor or drop in to an online Q&A session.

Please find details for all our courses on the relevant subject page on our website.

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Overview

For the last year most of the legacy qualifications have only been available for final certification (03367, 03369, 09878, 09879). The exception being Team Leading (03366) and the technical certificate for the level 5 (10336), the latter being required for the apprenticeship framework at that level. The other qualifications introduced in 2014 which, at levels 2-5, have been primarily for apprenticeship frameworks, together with a level 7 qualification continue to be available for registration.

The number of registrations has continued to reduce as the apprenticeships have moved to the new standards for this sector. The new standards are assessed through “end point assessment” and do not contain a qualification as a mandatory requirement although it is a strong recommendation. The funding bands provide greater funding for the new standards which has been an additional factor.

Overall the assessment of the qualifications continues to be mainly of a good standard. The one area that continues to raise comments from External Verifiers (EVs) on visits to centres is that of the knowledge criteria being satisfactorily met, particularly at the relevant level. The methods of assessment used for this aspect are generally acceptable being in the form of written answers, assignments or the use of professional discussion. It is however often the depth and level of answers provided that cause some concern, although there are equally some excellent examples provided. It has been commented that in some instances a question or assignment is set and it appears whatever answer is provided is accepted. It would seem the completion of the task is what is accepted and not the content being assessed. There is also, on occasion, an inclination to cross reference from performance evidence. In these cases it is unlikely that the requirements of the command verbs will be met and the more generic knowledge demonstrated from the assessment methods that are used for performance evidence. A useful guide to the command verbs is provided on the OCR website.

The assessment of the performance criteria remains at a good standard and centres, most of which have been delivering them since their inception, continue to deliver the qualifications well. Centres do need to ensure that there continues to be quality initial assessment and the right level selected for the learner’s role which is supported by their employers.

General comments

Level 2: In the last year there has been little change in the quality of assessment which remains at a good level. The bulk of registrations are at this level, together with level 3, as they remain part of the old apprenticeship frameworks. Despite the lower funding many centres continue with this level as the new standard for team leading is at level 3. The legacy qualification remains open for registrations as it is seen as having value as a standalone qualification. This qualification has been in place for 5 years and so centres are well versed in it. The assessment methods used continue to be appropriate and generally all types of assessment are used. Generally centres use written or verbal questions for the knowledge criteria. Good practice for the knowledge criteria is where centres hold workshops. Learners frequently comment that meeting others on the same qualifications is of great value and helps in what can often be an isolated situation that is common in work based qualifications.

Level 3: As with level 2 these have formed the bulk of registrations as they are included in the apprenticeship frameworks and some centres have continued with them as team leading is now at level 3 and the next management apprenticeship is level 5. Assessment continues to be at a good standard. The comments relating to level 2 are equally appropriate to this level.

Level 5: The two qualifications at this level feature on the apprenticeship framework. Unlike the other levels the technical certificate was retained as a separate qualification in the framework at level 5. Some centres are using this as a qualification in the new standards to address the recommendation that a qualification should be taken. Others see it as a useful knowledge based management qualification to deliver. Assessment is generally of a good standard but centres do need to ensure that the learner is in a position to produce evidence of competence at this level. The learner is likely to hold a senior position within the organisation and in doing so have relevant levels of responsibility, authority and autonomy to be making more strategic and operational decisions. The levels of knowledge and understanding together with application of management theory are more relevant and prevalent at this level of the qualifications.

Level 7: This level of the qualification attracts quite low numbers of registrations. The learner is required to be operating in a much more strategic role in organisations with probably little, if any, hands on managerial responsibility. The initial assessment is crucial to ensure that the learner meets this requirement and centres will need to have suitably qualified assessors and IQA team members with experience at a strategic level.

For all levels EVs have not reported any issues with records in centres or with internal quality assurance which is appropriate and effective.

Comments on individual units

EV reports and activity on verified visits for these qualifications do not focus on individual units so no specific information is available.

An area that has been raised by EVs on centre visits is where command verbs are used for performance criteria. Many centres see these as further knowledge criteria and so learners are required to provide written answers in the same way as for the pure knowledge and theory criteria. They are providing generic and theory based answers whereas the criteria requires that it is performance that needs to be evidenced. An example of this is in unit 21 (level 3) Discipline and grievance management criteria 3.4

“Evaluate the effectiveness of how a grievance has been managed”

This requires the evaluation of the management of an actual grievance and not the theory of how to do this which is what is happening in some centres. It is necessary that centres make the distinction between the knowledge criteria and the performance criteria and interpret the criteria correctly.

The remainder of competence is generally assessed well with a full range of methods used. Personal statements from the learners are commonly used but there can be a danger that they are overused and that they form the bulk of a learner’s evidence. They do provide the learner the opportunity to explain and describe a process or activity they have followed when often, as in management, they are acting independently. Such accounts do therefore need to be authenticated by others such as higher managers or supported by other assessment methods and evidence such as products. There have been some excellent examples of these accounts and when well written and equally well planned by the assessor and learner they will often cover a lot of criteria and provide opportunities for cross referencing between units. Assessors also need to ensure they record their decision clearly.

The knowledge criteria, particularly in the mandatory units which are fully knowledge and theory based criteria, are generally assessed through written answers. It is good practice to include examples from the learner's workplace to support the knowledge they are demonstrating and showing they understand the theory. At the higher levels it can also be good practice, and this has been seen, where a learner applies a model to an example of their work or provides an example of where they have gone on to use a model they have learnt about.

Sector update

The generalist nature of the sector means that there is no specific legislation or regulation that affects how it operates which would not relate to all staff or employees. The nature of the knowledge assessment would ensure that changes in legislation, such as GDPR or other relevant areas, would be tested and assessors need to keep up to date and likewise the resources they may use.

Whilst the apprenticeship standards for Team Leader and Operational/Department Manager have been available since 2016 the old frameworks are still available and likely to be so for the next year at least. The remaining qualifications can still be used for those frameworks or as a standalone qualification.

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