

Vocational Qualifications (QCF, NVQ, NQF)

Supporting Teaching and Learning in Schools

Supporting Teaching and Learning in Schools Level 2 Certificate – 04465

Supporting the Wider Curriculum in Schools Level 2 Certificate – 04466

Supporting Teaching and Learning in Schools Level 3 Certificate – 04468

Cover Supervision of Pupils in Schools Level 3 Certificate – 04469

Specialist Support for Teaching and Learning in Schools Level 3 Diploma –
04470

Chief Verifier 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.

www.ocr.org.uk

CONTENTS

Content	Page
Overview	5
Comments on individual units	6



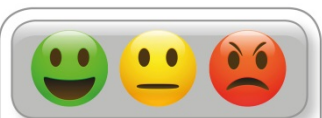
Would you prefer a Word version?

Did you know that you can save this pdf as a Word file using Acrobat Professional?

Simply click on **File > Save As Other . . .** and select **Microsoft Word**

(If you have opened this PDF in your browser you will need to save it first. Simply right click anywhere on the page and select **Save as . . .** to save the PDF. Then open the PDF in Acrobat Professional.)

If you do not have access to Acrobat Professional there are a number of **free** applications available that will also convert PDF to Word (search for *pdf to word converter*).



We value your feedback

We'd like to know your view on the resources we produce. By clicking on the icon above you will help us to ensure that our resources work for you.

Overview

Currently there are thirty one active centres, offering the Level 2 Certificate, the Level 3 Certificate, the Level 3 Certificate in Cover Supervision in Schools and the Level 3 Diploma in Specialist Support for Teaching and Learning and during 2018-2019, the most popular qualification has been the Level 3 Diploma. There have been no entries for Supporting the Wider Curriculum Level 2 Certificate. The Level 2 and Level 3 Certificate in Supporting Teaching and Learning in Schools remains popular as does the Level 3 Certificate in Cover Supervision in Schools, although the centres who are offering this qualification have grown smaller.

From monitoring verifier reports, it appears that assessment within centres is thorough with observation being used as primary evidence, especially for the optional units in order to evidence the 'is able to' aspect of the Learning Outcomes. Feedback from candidates demonstrates that they are visited by their assessors on a regular basis, usually at monthly intervals with feedback designed to help them progress. Assessment reports are clear with SMART targets and clear feedback. A number of centres have devised workbooks for the mandatory units which guide candidates through the Learning Outcomes and Assessment Criteria. The use of professional discussion works well, either as an aspect of the candidates' role or to 'plug gaps' identified. Where recommendations have been written on EQA reports, these have been designed to aid centres improve on already satisfactory practices. Actions have only been issued when necessary and relevant.

An increasing number of candidates are using e-portfolio and a number of issues were raised by the EQA team relating to problems with remote access, correct referencing of assessment criteria, assessment methods and IQA sampling. Comments in the reports included recommendations to centres to make sure that recording requirements are continued to be met using an electronic format and that both assessor and IQA reports are readily accessible.

Approximately 25% of candidates still present their evidence in a paper format. Holistic methods of assessment, i.e. observation, witness statements and professional discussion has continued to improve success rates, and result in less bulky portfolios.

During 2018-2019 candidates continued to be successful with a number of Level 2 candidates progressing to the Level 3 Diploma. From sampling EQA reports all assessment decisions were agreed with and there is no evidence that candidates at Level 2 out-performed those at Level 3. For both Level 2 and Level 3, the use of workbooks, particularly for the mandatory units continue to be used efficiently. Candidates were encouraged to give examples of their work activities in order to show links between theory and practice and have been reminded that this should be recorded as 'I' and not 'we'. This type of evidence given added value to the candidates' work by giving a complete picture of the role within their school and the tasks they carry out.

A small number of generic issues continue at both Level 2 and Level 3, these include

- the use of 'I' and not 'we' when writing personal accounts
- correct use of professional discussion so as not to 'lead' the candidate and make sure that the candidates' own words are recorded, preferably using a holistic method
- accurate recording of observations which show exactly what the candidate has been seen to be doing, preferably using a holistic method
- correct completing of evidence record sheets to make sure that the correct assessment method is shown and there is no over-assessment especially of knowledge based.

Overall, quality assurance has demonstrated that centres continue with their good assessment practices with minimal issues raised. However, centres still need to be reminded that they make good use of the Centre Handbooks, particularly with reference to the section on Command Verbs.

Comments on individual units

Level 2 mandatory units

External quality assurance during 2018-2019 has shown that there are minor issues with candidates' evidence for these units. With regards to Unit 2 – Safeguarding the welfare of children and young people, the Every Child Matters strategy is no longer relevant. Candidates need to make sure that their evidence includes reference to the 'Prevent' strategy and GDPR (General Data Protection Regulations) which replaced the Data Protection Act in May 2018.

Level 2 optional units

With these units, there were no issues raised and based on information available on interchange, the most popular units chosen by candidate were:

Unit 8 – Maintain and support relationships with children and young people

Unit 10 – Support children and young people's positive behaviour

Unit 11 – Support learning activities

Unit 20 – Support children and young people's travel outside the setting

Level 3 mandatory units

Evidence for Unit 2 – Schools as organisations has found issues relating to candidates' evidence. Their explanations, particularly relating to the aims and ethos of the school still continued to lack depth and also the role of the Governors is not always fully understood. Candidates need to understand exactly what the role of the Governors is either by asking a member of the Senior Leadership Team or arranging an interview with the Chair of Governors. Candidates should be encouraged to relate their evidence to their own school, with examples and evaluate this evidence to see if their judgements are realistic.

The most popular optional units chosen by candidates were:

Unit 13 – Support literacy development

Unit 22 – Support disabled children and young people and those with special educational needs

Unit 41 – Lead an extra-curricular activity

Unit 45 – Supervise children and young people on journeys, visits and activities outside the setting

Centres have welcomed the decision to extend the qualifications until August 2020 as this gives more opportunity for candidates within schools to gain a valuable qualification, but would still welcome a further extension preferably with amendments to the units where changes are required, i.e. Safeguarding. The qualification is noted by Ofsted as being extremely positive for teaching assistants and those who wish to join the profession.

About OCR

OCR (Oxford Cambridge and RSA) is a leading UK awarding body. We provide qualifications which engage people of all ages and abilities at school, college, in work or through part-time learning programmes.

As a not-for-profit organisation, OCR's core purpose is to develop and deliver general and vocational qualifications which equip candidates with the knowledge and skills they need for their future, helping them achieve their full potential.

© OCR 2019

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office:
The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA
Registered Company Number: 3484466
OCR is an exempt Charity

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

© OCR 2019

