

## **Vocational Qualifications (QCF, NVQ, NQF)**

### **Learning and Development**

- 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 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 September 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

## 1 The qualifications and standards

### **Assessment Team:**

Overall, Centres are operating with sufficient personnel with the appropriate qualifications and occupational experience to deliver these qualifications.

Where any concerns were raised it was primarily due to the recording of CPD activity. Although Centres appreciate the importance of CPD, the way it is recorded does not always reflect what they are doing or the records are not kept up to date.

### **Resources:**

Centres are providing the resources required to enable their learners to achieve these qualifications. A number of Centres are using e-portfolios although the vast majority use paper-based systems. However the use of digital recording of professional discussion is now fairly widespread.

### **Candidate Support:**

This seems to be an area of strength in most Centres. The majority of learner interviews comment on the quality of the support received and the development of their skills and knowledge.

Assessment planning and feedback occurs regularly, although some Centres do not always record this adequately. Learners confirm that this takes place verbally but records do not always support this.

### **Assessment and Verification:**

There are very few issues arising in this area. The majority of Centres have robust systems in place. Where issues are identified it is usually record-keeping that is at fault. When this has occurred, Centres have been sanctioned appropriately.

Quality of evidence is rarely in doubt but some weaknesses have been identified in referencing and/or signposting of evidence, making auditing difficult. In these instances, it has been pointed out to Centres that their IQA process should be identifying this and supporting the development of their assessment team.

### **Management Systems and Records:**

Overall there are no issues in this area. Occasionally, Centres do not provide enough information prior to a visit and this is only clear once the EQA is on site. Guidance and/or sanctions have been given as required.

Very occasionally, not all DCS portfolios have been available at the visit but this is quite rare. Centres are generally aware of their responsibilities to ensure these are available for audit.

**Assessment Summary:**

No significant issues identified with numerical recording of the EQA sample and appropriate levels of sampling are taking place.

**2 Sector Developments**

The Education and Training Foundation (ETF), created in August last year, aims to “enhance professionalism and standards in the education and skills sector. It will use research, information sharing, advice and support and other methods to promote and inspire best practice in the sector.”

Following a sector-wide consultation the ETF’s main aims are to:

- drive to make the sector’s workforce more professional
- remain independent and reflect the sector’s needs
- benefit every type of provider and every type of professional
- recognise the diversity of the sector
- develop good practice
- make the sector an attractive place to learn, work and thrive
- never lose sight of the need to improve learners’ experiences and outcomes

The ETF’s vision and aspiration is “for all learning to be of the highest quality, achieve the best outcomes, and result in the greatest impact”.

More information is available on the website

<http://www.et-foundation.co.uk>

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