

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

### **Learning and Development**

Level 3 Award in Facilitating Learning and Development – **10229**

Level 3 Certificate in Learning and Development – **10230**

Level 4 Award in Learning and Development – **10231**

Level 4 Diploma in Learning and Development – **10232**

Level 3 Award in Assessing Competence in the Work Environment – **08353**

Level 3 Award in Assessing Vocationally Related Achievement – **08354**

Level 3 Certificate in Assessing Vocational Achievement – **08355**

Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice – **08357**

Level 4 Award in External Quality Assurance of Assessment Processes and Practices – **08359**

Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice – **08360**

Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice – **08361**

## **OCR Report to Centres 2016 – 2017**

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 Overview:

These standards have their last registration date as 31 December 2017, with a last certification date of 31 December 2020.

As would be expected in a set of qualifications that have been running as long as these have, there has not been very many queries coming through this year. But we have still had one or two that are answered within the FAQs on the OCR website, so consideration should be given to reviewing those if there are initial concerns. On a few occasions this year centres have had DCS withdrawn due to the sudden lack of internal quality assurance (IQA) staff. This has caused immediate problems for the centre and consideration should be given to ensuring sufficient staffing continues in transition periods should key members of staff suddenly be unavailable to carry out the IQA role. This could alleviate the problems that have occurred.

## 2 General Comments

All qualifications in this suite are still relatively current and a consistent up take continues. The team has reported positive feedback from candidate interviews about their overall experience.

## 3 Comments on Individual Units

There have not been any problems with any units from these qualifications that have not been resolved with the support of the external quality assurer in the centre. All units have been appropriately assessed and internally quality assured. EQAs have sampled appropriately across all qualifications, levels and units and this has shown a good mix of methods of assessment used by assessors within centres. IQA has been sufficiently robust.

## 4 Sector Update

As we go forward with the new assessment methods that align with the changes in funding, Apprenticeship Standards and Apprenticeship Levy it is currently difficult to see how these particular qualifications will fit in, in the future. It is not clear if assessors will need to be qualified, or not, and similarly whether there will be a need for quality assurance in the format we know at present. Although there will be a period of both approaches running at the same time, once we come to the end of Apprenticeships in their current format we may see the need for entirely different quality assurance qualifications, if any at all, to cover these skills.

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