

Vocational Qualifications (QCF, NVQ, NQF)

Using ICT

Entry Level Award Using ICT (Entry 3) - **01679**

OCR Report to Centres 2013-2014

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.

© OCR 2014

CONTENTS

Vocational Qualifications (QCF, NVQ, NQF)

Entry Level Award Using ICT (Entry 3) **01679**

OCR REPORT TO CENTRES

Content	Page
Entry Level Award Using ICT (Entry 3) - 01679	1

Entry Level Award Using ICT (Entry 3) - 01679

1 The qualifications and standards

- **Structure and content**

Centre Assessment:

Good Practice

Candidates continue to show that they can meet the assessment criteria for each of the four units and in doing so demonstrate an ability to use ICT effectively to communicate information that is relevant to future work and life skills.

Unit 1 – candidates design and create posters that are practically grounded in ‘real world’ situations, such as, advertisements for events, food menus and invitations. They select, alter and arrange different texts sizes and styles and appropriate images to maximise impact.

Unit 2 and Unit 3 – candidates demonstrate how they can effectively search for specific information on the Internet and more static data sources eg Computer databases, CDs and memory sticks and communicate electronically with others using email send and reply facilities. These skills are desirable in most workplaces.

Unit 4 candidates – candidates present data sets as pie, line and bar charts. These are very useful workplace skills for those required to make presentations and/or involved in marketing.

1 Where Centres need guidance

Feedback and guidance is usually for minor issues and associated with new local assessors, or new centres, and concern misunderstanding what is required.

Unit 1: common feedback this year has included guidance on moving images using, for example, drag and drop, rather than simply centring the image when centring the text on the page.

Unit 2: some centres have been reminded of the need for candidates to clearly outline the aim of each search so that evidence can be matched to specific aims.

Unit 3: in a small number of centres screen-prints of email correspondence have made the moderation process challenging, due to the small text size; centres have been advised accordingly.

Unit 4: it is still necessary to remind some centres about the poor choice of chart for the particular data they are charting, eg using a line chart to chart static data when this type of chart is more appropriate for time series data. Also, it is necessary to ask for candidates to put their name within the chart headings to clearly identify the printouts as their own.

Internal Moderation:

As mentioned in previous reports, this scheme attracts a range of centre types, from very small scale organisations involving one or two local assessors to some large providers where there may be 10-15 local assessors. Internal moderation therefore varies considerably, with clear evidence of a systematic approach within some of the larger centres, enabling good practice to be shared and work to be internally moderated prior to sending for external moderation. The quality of work received from most of the centres is very good and this may indicate sharing of good practice in smaller centres.

Administration/Documentation:

This scheme is well established within OCR, with officers and administrators aware of expectations and outcomes. Centre administration is generally sound with minor occasional problems arising from NQF4 and NQF5 forms being filled in incorrectly. The most common issue appears to be centres forgetting to fill in candidate achievement on the NQF4, or entering achievements in the ULN column of the form instead of the Units Submitted column: these are issues for future re-design of these forms.

The scheme handbook and the FAQ section on the OCR web pages provide extensive documented advice and guidance for centres.

OCR Support and Resources:

OCR officers and administrators are effective, efficient and always very supportive. There is a very good rapport between OCR staff and the Chief External Moderator and the team of Examiner Moderators. There is also very good support provided for centre assessors.

Assessment Summary:

Candidate success has continued to be extremely high in 2013/14 with the pass rate for each of the four units being close to 100%. The high success rate is an expected outcome as candidates have the opportunity to re-present evidence following specific advice from local assessors.

Certification – If candidates achieve three of the four units that make up the award, they will be awarded Full certificates. Candidates can also be awarded Unit Entry certificates if less than 3 units are completed in total. Candidates do not need to complete all three units in one attempt as the Centres can purchase Assessment Record folders for the Full Award or for Unit Entry.

2 Developments

As mentioned in the previous year's report, communication technology continues to develop at a rapid pace and aspects of the scheme require regular monitoring to ensure that the qualification meets the needs of end-users and exploits new market demands. For example, email is the main technology involved in the current Unit 2, and is likely to remain so in the immediate future, but other forms of communication, eg tweets and blogs and the much greater use of mobile technology via smart phones and tablets may require some adjustments/changes or new units/awards in the near future.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

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; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

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

© OCR 2014

