

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

### **Digital Employability**

OCR Entry Level Award in Digital Employability (Entry 3) **05807**

OCR Entry Level Award in Digital Employability (Level 1) **05810**

## **OCR Report to Centres - September 2016**

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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# Digital Employability

## 1. Overview:

The Digital Employability suite of qualifications was introduced in September 2015.

Candidates must achieve the mandatory unit and three optional units at Entry 3 and at Level 1 must achieve the mandatory unit and four optional units. This report covers the work submitted for moderation for the optional units. The mandatory unit is assessed by an online test.

Centres can upload evidence through an e-portfolio solution, speeding up the moderation process, and avoiding costly postage, however this option was not taken up this year.

## 2. General Comments

Centres should ensure that assessors follow the guidance in the mark schemes provided with each set assignment when completing the candidate assessment records. Assessors should not just depend on the assessment marking record. The guidance provided in the mark schemes clearly states what should be deemed an Accuracy Error and what should be deemed a Critical Error.

Centres should prepare candidates so that they provide sufficient evidence of achievement against all the marking criteria.

When preparing candidates to submit evidence through the paper based route, Centres should encourage candidates to make sure that screen dumps are legible (i.e. large enough to be read) and that printouts are of an adequate quality to be read.

Centres should ensure that all staff delivering the qualification are familiar with the content of the OCR Qualification Handbook. The latest issue of this document can be found on the OCR website.

When submitting assignments through the paper based route, candidates and assessors should make sure that tasks are in order and that the work of each candidate is kept together.

To support Centres, there are FREE CPD Training events including Live online training to introduce the specifications. Sign up at [cpdhub@ocr.org.uk](mailto:cpdhub@ocr.org.uk). There are also videos to help you become familiar with the on-screen testing solution and the e-portfolio product, MAPS.

Centres should make good use of sample assessment material and learning activities located on the OCR website. Candidates should be familiar with such materials.

### 3. Comments on Individual Units

Work for the Set Assignments for all of the optional units has not yet been submitted for moderation. The following comments are for those units that have had work submitted.

#### **Use digital technologies to organise documents (Entry 3)**

##### **Use digital technologies to manage files and folders (Level 1)**

- The discipline of using set filenames and folder names is poorly done by candidates and poorly marked by assessors.
- In a number of instances screen dumps are not provided to show that the marking criteria have been met.

#### **Use digital technologies to produce documents from templates (Entry 3)**

##### **Use digital technologies to create documents (Level 1)**

- In a number of instances candidate accuracy errors had been missed by assessors. As each assignment contains a threshold for the number of accuracy errors, this could mean that assessment decisions have to be overturned.
- The discipline of using set filenames and folder names is poorly done by candidates and poorly marked by assessors.

#### **Use digital technologies to process data (Entry 3)**

##### **Use digital technologies to work with data (Level 1)**

- In a number of instances candidate accuracy errors had been missed by assessors. As each assignment contains a threshold for the number of accuracy errors, this could mean that assessment decisions have to be overturned.
- The discipline of using set filenames and folder names is poorly done by candidates and poorly marked by assessors.

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