

Vocational Qualifications (QCF, NVQ, NQF)

Management & Team Leading

Level 2 Team Leading – **03366**

Level 3 Management – **03367**

Level 7 Management – **03369**

Level 2 Team Leading (Tech Cert) – **09878**

Level 3 Management (Tech Cert) – **09879**

Level 5 Diploma Management & Leadership (Tech Cert) – **10336**

OCR Level 2 Diploma in Team Leading – **10386**

OCR Level 3 Diploma in Management – **10387**

OCR Level 5 NVQ Diploma in Management and Leadership – **10388**

Management (NVQ Diploma)

OCR Level 5 NVQ Diploma in Management – **10363**

Professional Services

OCR Level 7 NVQ Diploma in Strategic Management and Leadership – **10389**

OCR Report to Centres 2016-2017

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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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Management & Team Leading, Management (NVQ Diploma) & Professional Services, 03366, 03367, 03369, 09878, 09879, 10336, 10386, 10387, 10363 & 10389

1 Overview:

For the last year there have continued to be two sets of qualifications available for Management and Leadership;

- qualifications introduced in 2014 which, at levels 2-5, have been primarily for apprentices with also a level 7 qualification,
- the legacy qualifications at levels 2 & 3 which are for non-apprentices wishing to take a qualification in the subject and the previous technical certificates at level 2, 3 & 5 with the latter continuing to form part of the level 5 apprenticeship framework.

There was a legacy competence qualification at level 7 which is only continuing for certification until 28/02/2018. The legacy qualification at level 3 has also now closed for registrations as have the technical certificates at levels 2 and 3. They have final certification dates of the 31st August 2019.

It is likely that registrations and demand for the qualifications, particularly at levels 2, 3 & 5, will decline over the next 12 months as new apprenticeship starts will be on the apprenticeship standards.

Assessment of the qualifications continues to be of a mainly good standard in centres. Centres generally assess the knowledge requirements of the units via written answers or the use of professional discussion, both of which are acceptable. Other assessment methods such as questions during an observation of performance are less likely to achieve the requirements of the criteria without the use of supplementary methods. Centres do need to ensure that the requirements of the command verbs within the criteria are fully met and at the appropriate level that is being assessed. This is the one area that does still pose some difficulty and centres need to ensure this is addressed in their assessment and quality assurance. A useful guide to the command verbs is provided on the OCR website.

Robust initial assessment, to establish the correct level for the learner, continues to be a crucial aspect of the process. There have been some concerns reported from EQAs that they do not feel the learner's role is suitable to provide the required evidence for the level they are on, mainly at levels 3 and 5. Without correct initial assessment and the right level selected, learners can struggle to produce evidence and this in turn provides difficulties for the assessor. It is often felt that learners are supervisors or team leaders rather than managers. This is often how the evidence is presented and centres need to ensure that the evidence reflects the levels of management responsibility the learner has and does them justice. Centres need to conduct clear discussions with employers to ensure that suitable opportunities are provided to support the development of the learners to meet the standards. This should also include the selecting of appropriate optional units. Funding rules make changing of levels difficult once learners have started, so this aspect of the process has to be correct at the outset. Additionally, careful and effective planning of assessments will also help the progress through the qualification to be as smooth as possible.

2 General Comments

Level 2: The majority of registrations at this level, together with level 3, have been those linked to the apprenticeship frameworks and is where the bulk of funding sits. The legacy qualifications have been popular for those wishing to gain a qualification but not take full apprenticeship. This remains the case at level 2 where the new Team Leading standard is at level 3. The combined qualifications have been in place for 3 years and are well established. Overall assessment is of a good standard and the evidence produced of a good quality. Assessment methods used are appropriate with most centres using written or verbal questions for the knowledge criteria. Some centres continue to run knowledge based workshops to support learners, which is seen as good practice, particularly where the knowledge is generic and may not relate directly to the work they undertake in their role or organisation. Observation and witness testimony should still be the core assessment methods for the performance criteria for all Management and Leadership qualifications, along with personal statements.

Level 3: As with level 2, these have formed a large part of registrations as they are included in the apprenticeship frameworks. Assessment remains of a generally good standard. There have been some issues, as mentioned above, with learners being registered at this level when their work, role and experience may not be suitable. Most centres conduct good initial assessment to prevent this but there are cases where the evidence that is produced is not at level 3. Centres do need to work to ensure this is not the case and the integrity of the different levels is protected. The comments relating to level 2 are equally appropriate to this level, with one exception which relates to the knowledge aspects of units and in particular the pure knowledge units within the mandatory group. This is dealt with further in the next section.

Level 5: The two qualifications at this level feature on the apprenticeship framework. In this case they are a separate qualification for competence and knowledge. Assessment is again of a good standard overall but the issues with initial assessment and the learner being on the correct level equally apply here. Learners will need to hold a senior position with associated levels of responsibility and not merely managing staff. They are likely to be taking more strategic and operational decisions. It is very unlikely that this would apply to a new starter.

Level 7: This level is not linked to an apprenticeship framework and registrations are very low with only a handful of centres delivering the qualification. The learner is required to be operating in a much more strategic role rather than hands on managerial positions. Selection of learners is crucial and centres will need to have suitably qualified assessors and IQA team members with experience at a strategic level in organisations.

For all levels EQAs report that appropriate records have been maintained and internal quality assurance has been appropriate and effective.

3 Comments on Individual Units

Reports and activity on verified visits for these qualifications do not focus on individual units so no specific information is available.

Generally the assessment of competence through performance has been well assessed and the appropriate methods used. Observation will always be a primary assessment method which produces the best evidence and, through careful planning, can achieve a lot of criteria. It can be difficult in management as general activity will often not provide quality evidence when observed. Centres are therefore encouraged to plan to see specific activities such as meetings, briefings etc. in which the learner is involved.

Examples have been seen of short observations that meet just one or two criteria which is not effective for assessors or learners. Products are also a valuable source of evidence in management and where these are not included within the portfolio, assessors need to ensure they have annotated their assessment records with the fact that they have seen them and where they are located. Professional discussion is often well used and is a valuable source for management qualifications as the learner can explain, in detail, work they have been undertaking and support it with products.

Generally assessment records are good but can be improved with decisions from assessors, through annotations, on evidence or other records. Often products are included which mean little without an explanation and those reviewing the portfolio cannot identify why the criteria claimed has been met. The record of the assessment decision is crucial to validate the assessment made.

As mentioned earlier, the one area that has caused some concern from the outset with these qualifications is the level of knowledge being demonstrated through the written or verbal answers for the knowledge criteria. It was generally felt when they were introduced, that the requirements were greater than the previous versions with the specific use of command verbs in the criteria. There are examples of good practice where centres have used workbooks to draw out the levels of knowledge required and guide the learners to suitable research sources. These have been effective at levels 2 and 3 but less so at the higher levels where a greater level of analysis and evaluation is required with a more theoretical approach. In addition centres hold workshops to either provide taught sessions on topics or to enable learners to come together to discuss them which helps with developing their knowledge. Again this works best at the lower levels but there have been good examples at level 5 in some centres. There are also good examples where learners are encouraged to provide examples in their answers to demonstrate their understanding of the topic and its applications. This can be from their own workplace where relevant or from their other experience or research.

Centres do need to ensure that the evidence they accept fully meets the requirements of the criteria, learning outcome and units and is a reflection of the level of qualification being taken.

4 Sector Update

The generalist nature of the sector means that there is no specific legislation or regulation that affects how it operates which would not relate to all staff or employees. In assessment, knowledge of the legislation would be tested and assessors need to keep up to date.

In 2017 the apprenticeship standards for Team Leader at level 3 and Operations/Department Manager at Level 5 were released to replace all Management and Leadership apprenticeship frameworks. It was proposed that the old frameworks would close for new starts in March 2018 but this has been delayed and is not now expected before September 2018.

The new standards do not mandatorily contain a qualification and the current qualifications do not map fully to the new standards. It is likely that registrations and demand for the qualification will decline over the next 12 months as funding for the new standards is considerably higher than the outgoing frameworks.

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

OCR Customer Contact Centre

Skills and Employment

Telephone: 02476 851509

Fax: 02476 421944

Email: vocational.qualifications@ocr.org.uk

www.ocr.org.uk

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

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