

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

### **ICT Professional Competence**

Level 2 Diploma in ICT Professional Competence (PROCOM) **08737**

Level 3 Diploma in ICT Professional Competence (PROCOM) **10262**

Level 2 Award in ICT Systems and Principles for IT Practitioners (PROCOM) **08730**

Level 2 Certificate in ICT Systems and Principles for IT Practitioners (PROCOM) **04816**

Level 2 Diploma in ICT Systems and Principles for IT Practitioners (PROCOM) **08732**

Level 2 Award in ICT Systems and Principles for IT Professionals (PROCOM-Technical) **04818**

Level 3 Certificate in ICT Systems and Principles for IT Professionals (PROCOM-Technical) **04819**

Level 3 Award in ICT Systems and Principles for IT Professionals (PROCOM) **08733**

Level 3 Certificate in ICT Systems and Principles for IT Professionals (PROCOM) **04817**

Level 3 Diploma in ICT Systems and Principles for IT Professionals (PROCOM) **08735**

Level 3 Extended Diploma in ICT Systems and Principles for IT Professionals (PROCOM) **08736**

Level 4 Diploma in Professional Competence for IT and Telecom Professionals **10351**

### **OCR Report to Centres: 2015 – 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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# ICT Professional Competence Levels 2 – 4

## 1. Overview:

Centres continue to improve the evidence submitted by their learners and have acted upon the feedback provided by the moderators. Weaknesses tend to revolve around the depth of detail in response to the command verbs for describe, explain, evaluate or noting when the command verb requires the learner to carry out a task. There have been fewer indications of learners copying from source with learners now tending to reference sources and summarise the information using their own words.

Centres continue to use 10262, 08737, 04818 and 04819 for the apprenticeship programme as well as 10351 for the higher apprenticeship programme linked with the Level 4 Cambridge Technicals in IT.

## 2. General Comments

Some issues still arise from the referencing of criteria where reference to one particular assessment criterion is indicated to be a dozen or more pages in a very large document. Centres are reminded that they should ensure that the referencing pin points the exact location of the evidence for each of the assessment criteria and is not presented as 'somewhere' within the pages of very large documents.

More centres are presenting the evidence electronically and are reminded to check the evidence prior to submission to ensure that no file-corruption has taken place. There have been occasions when results have been delayed due to centres having to resubmit evidence that has been corrupted. Evidence can be submitted electronically via the OCR moderator inbox, via USB drives, CDs or remote e-portfolio systems.

Centres are still continuing to wait until a learner has completed the entire qualification before submitting for moderation. It is recommended that centres submit evidence as and when the units are completed to ensure that they receive feedback at an earlier stage and if any actions are required there is sufficient time for the learner to take action. Also centres are reminded that learners can be submitted as batches and not as individual entries. In addition, the candidate submission sheet must be completed in full and submitted with the evidence. Failure to do this will result in the work being returned to the centre with a request for it to be resubmitted with the correct documentation completed.

Learners on apprenticeship programmes may well be working with evidence that is commercially sensitive and not permitted to be removed from the working environment. In this instance, assessors must ensure that they use detailed observations, witness testimonies and questioning techniques to provide evidence which supports the achievement of the assessment criteria and clearly indicates the context in which the learner is working.

Assessors are also reminded that there must be clear evidence of assessment with evidence checklists completed in full for every unit submitted.

### **3. Comments on Individual Units**

#### **(04818) Level 2 Unit 01 – Customer Care and (04819) Level 3 Unit 02 – Customer Care**

The evidence submitted by learners has improved with many learners using the units as an opportunity to reflect customer care in association with their own working environment. This has enabled them to consider the benefits of good customer service, the expectations of their customers and how these expectations can be managed.

#### **(08737) Level 2 Unit 1 Develop Own Effectiveness and Professionalism**

There has been some improvement in the submissions for this unit this year. There are still some centres who are using the PROCOM qualification as the only development opportunity which is not appropriate. Learners should be looking at the knowledge, skills and understanding that they are required to develop within their working environment as well as how they work as part of a team. Centres tend to use the apprenticeship review paperwork for LO1, AC1.1 but this is not always appropriate as it does not necessarily provide the level of detail required to meet the wording of the AC. Learners are required to obtain feedback from others on their performance and then review this feedback. Formal appraisal systems can be used as a mechanism to evidence this. Evidence for LO2 requires learners to work as a member of a team to achieve defined goals and implement agreed plans. This evidence must come from their working environment where they provide evidence of how they effectively manage their own time (AC2.1). Learners should be encouraged to provide examples of where they have worked as part of a team and how they met the ACs. For LO4, AC4.1, learners are required to identify the impact on an IT organisation of legislation. Many learners merely quoted the different legislation involved and did not actually identify what the impact is on organisations.

#### **(10262) Level 3 Unit 2 Develop Own Effectiveness and Professionalism**

Some centres have not ensured that the evidence presented is of a Level 3 standard. Although this unit and unit 1 from Level 2 are very similar, there are also some very clear differences which requires the learner to demonstrate higher order thinking skills and practical ability. An example is for LO2. In Level 2 AC2.5 requires the learner to identify obstacles to effective team working and at Level 3 the learner is required to reduce the obstacles as well.

#### **Level 3 – Unit 4 – Management and Prioritisation of Own Schedule**

LO2 – Understand how to identify opportunities for professional development

AC2.4 – create and justify a personal development plan

AC2.5 – describe opportunities for training and development and explain the relevance of these choices

Some assessors and their learners submit the learners' individual training plan as evidence for these two ACs. The value of this document very much depends on how well it is completed and the involvement the learner has in its completion and updating. Not all learners are in a working environment that has a formal training programme in

place for the employees and therefore learners should be assisted in developing their skills with respect to the completion and review of a personal development plan.

Learners need to carry out a SWOT analysis and consider the personal development that they need to undertake. The personal development plan should have SMART targets which are both long term and short term with clear timescales for achievement, information on how the learner is going to work towards these targets and a rationale as to the benefits of these development activities. Based on the development needs identified in the development plan, learners should then describe the different training and development opportunities available to them to assist in their professional development and how these opportunities are relevant to their plan.

Many learners provide very detailed personal development plans with evidence of reviewing their progress and adjusting their plans accordingly. This is good practice and important for learners to consider their own development needs.

#### **4. Sector Update**

PROCOM will be withdrawn as a qualification suite and therefore these dates need to be noted:

- Last registration date 31/12/2017
- Last certification date 31/12/2019

OCR reviewed the qualification and in light of changes in funding arrangements and the Apprenticeship reform, the decision has been made to withdraw PROCOM as a qualification suite. Some of the qualifications within PROCOM will be replaced by new apprenticeship standards. Other vocational qualifications will still be available through OCR such as the Cambridge Technicals in IT and the new Digital Apprenticeship Trailblazers.

OCR will be offering the new standards at Level 4 in Network Engineering and Software Development. The assessment for these particular qualifications will be different from the current assessment strategy. For the Technical Knowledge and Understanding aspect, learners will have to achieve at least one internationally recognised vendor or professional qualification. Other areas of knowledge will be evidenced through the Knowledge Modules. In the final few months of their apprenticeship, an apprentice will be ready for summative assessment and grading. The summative assessment will consist of a summative portfolio, a synoptic project and an employee reference and an interview. These particular apprenticeships will be graded as pass, merit or distinction. There will be one holistic grade awarding by the independent assessor. This is given to the apprentice after all elements of the summative assessment has been formally assessed.

The following standards are due to be released over the next few months:

- Infrastructure Technicians
- Digital Marketers
- Software Testers
- Cyber Intrusion Analysts
- Data Analysts
- Unified Communications Trouble-shooters

Standards which are due to be developed in the following year or so include:

- IT Support – Level 2
- Digital Business Admin – Level 2
- Software Development Technician – Level 3
- IT Services and Sales Technician – Level 3
- Telecoms and Unified Comms – Level 3
- Digital Business – Level 3
- Business Analyst – Level 4
- Information and Cyber Security – Level 4

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