OCR
Oxford Cambridge and RSA

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 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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OCR REPORT TO CENTRES

ICT Professional Competence Levels 2 – 4

1 Overview:

Overall, learners have produced good evidence for the units they have selected. Centre assessors have clearly taken on board the moderator feedback with advice on how to strengthen the evidence and make sure that it meets the demands of the command verbs within the assessment criteria. Any weaknesses noted by the moderators are due to:

- evidence poorly presented and not referenced clearly against the individual criterion. This has resulted in moderators spending additional time "hunting" for the evidence. Centres are reminded that the evidence checklists must be completed and reference the exact location of the evidence for a particular criterion. Just stating that the evidence is in Document 1 is insufficient and can result in the evidence being returned to the centre for re-referencing.
- are also reminded that each submission must be accompanied by a fully completed candidate submission sheet. This is a mandatory requirement and failure to comply will result in the submission being returned to the centre.

Where learners are on apprenticeship programmes, they have used evidence from the workplace where permissible. It is accepted that there are occasions when evidence may be commercially sensitive and cannot be included in the portfolio of evidence. In these situations, it is important that assessors use observations, questioning and witness testimonies to provide evidence of the context in which the learner is working.

The PROCOM qualifications are being discontinued and the final registration date for all of the qualifications within the suite is the 31st December 2017 with final certification 31st December 2019. It is important that centres offering the PROCOM qualifications read the FAQ document available on the OCR website as follows: http://www.ocr.org.uk/Images/313009-withdrawal-of-procom-faqs.pdf

2 General Comments

There are still come centres across all levels and qualifications within the PROCOM suite who are using the candidate checklist only when assessing the sufficiency of evidence for each unit. It is important that the checklists are used in association with the relevant unit specification to ensure that the correct depth and quality of evidence is presented. Unsuccessful attempts by learners for units are invariably due to assessors only using the evidence checklists.

Witness testimonies and observations must be detailed, in context and individual to each learner. Tick list observations and witness testimonies will not be accepted as evidence.

Level 2 PROCOM

The majority of submissions are for the PROCOM – Technical Level 2 award and the Level 2 Competence qualification as part of the apprenticeship framework. Centres are still tending to look at the units in isolation where there is potential to link the units between the two qualifications. Evidence for the competence based qualification must be work-based and cannot be simulated at all. Evidence takes a variety of formats and includes reports, work products, videos and photographs.

Level 3 PROCOM

The overall achievement for level 3 has also improved this year with learners providing some very good evidence of working in complex technical IT roles. Where there have been weaknesses, this has been due to the learner not being in an appropriate job role or working environment and therefore unable to meet the demands of the level 3 units. It has been noted that the vast majority of the evidence has been for the IT technical strand of the qualification with some learners including web development.

Level 4 PROCOM

The level 4 PROCOM is a verified qualification and therefore approved Centres are required to have qualified assessors and IQAs. The learners working towards the level 4 PROCOM are on higher apprenticeship programmes and clearly in high level IT roles which is clearly reflected in the quality of their evidence. The evidence includes detailed reports, sample product evidence, detailed observations and witness testimonies. The centres are using the OCR Cambridge Technical in IT qualification as the technical certificate for the apprenticeship programme.

3 Comments on Individual Units

Overall, there have been fewer problems with individual units and any previous weaknesses addressed by centres based on moderator feedback. The following units are where there are still some issues being identified by moderators.

Level 2 and Level 3

Unit 3 – Health and Safety in ICT

This may be a level 1 unit, but it requires learners to not only identify relevant policies, procedures that they must follow, but also where to find the information. Assessment criterion 1.3 requires the learners to demonstrate how the relevant health and safety procedures have been followed. A number of centres are not ensuring that the evidence is work-based for the competence based qualifications or that in the case of all of the qualifications that 1.3 is evidenced through performance. Rather than work on the unit in isolation, centres could encourage the learners to discuss the health and safety policies and procedures that they must follow as well as where they can source the information whilst presenting evidence for say installing hardware and/or software. The performance evidence can then be addressed at the same time as they are carrying out the installation processes.

Level 2 – Unit 1 Develop own effectiveness and professionalism

It is important that learners provide evidence that shows clearly how they have:
- developed their own professional skills (LO1) by receiving feedback and setting goals. This should not be purely based on the individual training plan for the apprenticeship programme or achievement of the PROCOM qualification. It is important that their development is based on wide development.
- work as a member of a team to achieve defined goals and implement agreed plans (LO2). Learners should be providing evidence of team work which could be linked to setting up a network with others, installing computer systems or trouble-shooting. The evidence for this learning outcome is focused around teamwork within the working environment and should not be simulated. The evidence must be based on learner performance.

- improve personal effectiveness (LO5) – the aim of this learning outcome is for learners to confirm their understanding of the aims and objectives of the organisation they work for and how they can improve their personal effectiveness. In particular AC5.4 is about identifying potential improvements to working practices. This can mean an improvement for the organisation which in turn would improve their personal effectiveness or something that they need to do instead.

Level 3

Unit 16 – Customer Care in ICT

This is a unit within the competence based qualification and centres are reminded that evidence must be based on actual learner performance and not simulated.

LO2 and LO3 require learners to be able to provide ICT customer care by developing customer relationships and be able to contribute to improving the delivery of service. The evidence must show that they have carried out these roles whilst dealing with the customers of their organisation.

4   Sector Update

Many of the digital apprenticeships qualifications have now been approved and available for delivery. As of June 2017, the following standards were still in the planning stages and therefore not yet approved:

- Digital Administrator
- Digital Communications Specialist
- IT Solutions Technician
- Network Cabling Operator
- BSc Cyber Security Technical Professional
- BSc Digital User Experience (UX) Professional
- MSc Digital & Technology Professional Specialist.

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