



Vocational Qualifications (QCF, NVQ, NQF)

ITQ

ITQ Levels 1 - 3 in IT User Skills - **03991-03999, 13995**

ITQ Apprenticeships - **13996, 13999**

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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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1 Overview:

ITQ started with registrations in 2009 and OCR have extended registrations to August 2017. There are Award, Certificate and Diploma qualifications available at level 1, 2 and 3 including apprenticeship qualifications. The qualification is vocational and assessed in a variety of ways – OCR set assignments including CLAIT and CLAIT Plus, centre-set assignments, BBC webwise assessments and real work.

2 General Comments

Level 1 and 2

The mandatory unit requires an OCR evidence review form to be completed in relation to a task the candidate has undertaken. This is generally completed well by most candidates, and we have seen lots of excellent examples, with some good answers provided. The evidence review form should be marked by the assessor including for literacy errors and only a correct final copy should be sent to the moderator. Most centres show evidence of their marking. The task must also be included with the evidence review form and occasionally a candidate does not include it so the unit must be withdrawn. These units are worth 4 credits and the quality of the work should reflect this.

Level 1

BBC Webwise is available through OCR and the information is on the OCR website and assessments and marking guidance on Interchange. Some centres are using these assessments and they are well marked.

Many centres are still using the CLAIT and CLAIT Plus assessments, which are usually well marked and annotated appropriately. The most popular assessments still seems to be 05/06. A few centres do not seem to make full use of the CLAIT and CLAIT Plus tutor marking scheme when marking assignments and some moderators have found numerous errors within a batch, which can sometimes result in the withdrawal of a unit if it has more than the permitted error tolerance. Assessors should mark all the errors and use the tutor handbook as guidance. If centres are not sure on any of the marking criteria then they can email vocational.qualifications@ocr.org.uk with their query.

Any real work evidence submitted is usually of a high standard and work based learners complete the evidence review form with very good answers. Evidence checklists for units are usually completed well with annotated evidence.

centre based scenarios are only used by a few centres and some of them have written good assessments that map well to the criteria. It is important that when centres write their own assignments they map the to the evidence checklists and ensure they cover all criteria at the correct level.

Some candidates are able to apply for Accreditation of Prior Achievement by submitting certificates that are mapped to the ITQ.

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OCR set assignments are available on the website for some of the most popular units – 42, 18, 77 & 92, 78 & 92, 70. Only a few centres are using these, so far.

Some assessors do not identify text entry and punctuation errors in work or encourage candidates to work towards good practice guidelines. For some centres evidence is not always referenced well. Candidates do not always cover criteria ie 'describe'. Explanations can be too simple for the level and not show their understanding vocationally ie copyright, legislation, good practice. Evidence checklists are not always well referenced it is important candidates and assessors complete these thoroughly so moderators do not miss any evidence.

Many centres are now using electronic portfolios this often results in a faster turnaround for centres and saves on postage and backup expenses. There can occasionally be difficulty navigating around the different systems to find the required paperwork and evidence for moderators so centres need to ensure evidence is clearly signposted. Some centres still need to be reminded about letting moderators know they are using an electronic portfolio and the password details with every claim – this information is included in the ITQ centre handbook.

Most centres are following the administration procedure correctly now for this qualification - registration, assessment and certification.

Moderators process the claim on Interchange usually with the 12 day turnaround so centres can check the claim easily and then moderators submit a centre feedback report which is on Interchange – most centres check these regularly and respond appropriately to any actions set by the moderator.

Assessment queries can be sent to vocational.qualifications@ocr.org.uk and this is being used regularly by centres to clarify interpretation issues on units and evidence requirements. This is working well.

Many centres are members of OCR's ICT Community at <http://social.ocr.org.uk/groups/ict> where they can share resources, ideas and raise topics with other ICT tutors.

3 Comments on Individual Units

For the mandatory unit at level 1 we see some very good answers and individual responses however, occasionally answers are too brief or the answer does not cover the assessment criteria in particular for 1.6 and 3.3.

For the mandatory unit at level 2 answers are more detailed when they are about real work tasks or centre based assignments that allow candidates to make some of their own decisions about the task. Occasionally answers are too brief or the answer does not cover the assessment criteria in particular for 1.7, 2.1, 2.2 and 2.3, 3.1, 3.2 and 3.3

For the mandatory unit at level 3 the evidence is well presented with a good level of detail and supplementary evidence.

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For mandatory units for the apprenticeship route – the work submitted is of a high standard which shows candidates have a good knowledge of the vocational area and an interest in developments.

For unit 31 – CLAIT Plus assessment if using certain software then learners are unable to print the colour separations at all.

Any clait/clait plus evidence that is sent electronically should be pdf files rather than software files (ie excel, publisher) as if the moderator is using a different version to the centre then it can result in different errors ie page layout etc and result in withdrawals.

The most popular units are still: Using the Internet, Email, Wordprocessing, Spreadsheets, Databases, Desktop Publishing and Presentations.

4 Sector Update

OCR has extended the ITQ qualification provision until **August 2017** and will keep centres updated with planned replacement qualifications.

Update news from the tech partnership

<https://www.thetechpartnership.com/standards-and-quality/it-user-skills-standards/>

New National Occupational Standards (NOS) are currently being developed for information management, information security and software development. There is a predicted increase in the number of roles associated with all software development, information management (& informatics) and information security.

Alongside the new NOS new apprenticeships are being developed to ensure the supply of employees meets employer demand both in numbers and capability. Information is increasingly becoming a strategic business commodity, and there will be an increase in the skills and job roles associated with this. Information security is of increasing strategic importance and all businesses will require an increase in the roles and skills of those who can provide increased resilience to cyber threats and risk. Preparing learners with a greater awareness for information security principles should be integrated within all IT related learning.

The age profile of the sector is increasing as more employers are requiring digital skills.

The following are the sector priorities in terms of skills focus (i.e. where there is a lack of ready availability of the skills needed is most impacting growth):

- Increases in pan sector IT User - Digital application specialist skills
- Information and cyber security
- Digital service provision and user centred development
- Information management skills

Apprenticeships in Using IT are a growth area with apprenticeships being a priority area for UK government. With the apprenticeship levy, businesses will be recruiting more apprentices and will want a suitable qualification for them. According to new research by the TechPartnership, two fifths of British businesses are already having difficulty recruiting suitable talent with the right digital skills.

Around 30,000 people are now on digital / tech apprenticeships – 3.1% of all apprentices. Current and former apprentices represent an important part of the digital workforce. Three quarters of digital apprenticeships are in digital / tech specialist roles – in other words, specialist positions that involve creating, implementing or managing technology systems. The remainder

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are in IT user roles, which focus on the application of these systems in other jobs. The number of digital apprenticeship starts increased by 21% over the past year compared with 10% growth in the overall number of apprenticeship starts across the UK.

https://www.thetechpartnership.com/globalassets/pdfs/research-2016/factsheet_apprenticeships_2016.pdf

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