



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)

Management Level 5 Diploma (NVQ) – **03368**

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 2014-2015

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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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Overview

The Management and Leadership qualifications now have old and new versions that are live. In September 2014 new qualifications were launched that were aimed at apprenticeships and at level 2 and 3 combined the previous competence and knowledge qualifications into one. A new level 7 qualification was also launched. OCR decided to continue to offer the previous qualifications as standalone options for learners who did not wish to undertake an apprenticeship. The old Level 5 & 7 competence qualifications were not extended as the new versions were also suitable for non-apprentices. The old level 5 technical certificate has been extended as it continues to fulfil the knowledge element of the higher apprenticeship framework. All new apprentices from September 2014 have to be registered on the new qualifications. OCR has stated that they intend to develop replacement qualifications that meet the standalone requirements but these are likely to be based on the new units.

Assessment of the old qualifications has continued to be of a generally good standard with no issues of note coming to light. Centres do not report any problems with the content of the qualifications and many have welcomed the decision to extend and so enable them to offer qualifications as development opportunities to experienced learners already in work.

Assessment of the new qualifications has started during the year but has not been extensive. As the qualifications are mainly for apprenticeships the focus in the early days, after registration and enrolment, is often on the other elements of the framework.

One issue that has become apparent in both old and new qualifications, but especially those enrolled on apprenticeship frameworks, concerns initial assessment. Learners do need to be in a position to produce evidence from their workplace that demonstrates their competence of the learning outcomes and assessment criteria. There have been instances where it is clear that the learner is not taking the level that is commensurate with the role they perform and consequently either assessors cannot identify suitable assessments or those that have been conducted do not meet the level of the qualification. This creates extra work for all involved and potential disappointment for learners. Robust initial assessment, to establish the correct level for the learner as well as explaining the outcome to learners is crucial. In addition careful and effective planning of assessments will also help progress through the qualification to be as smooth as possible.

General Comments

Level 2: Along with level 3, where the bulk of funding is available for apprenticeships, level 2 qualifications forms the majority of registrations for this suite of qualifications. Assessment has in the main been of good quality. The old standards have been available for a number of years and experience in the assessment teams results in no issues prevailing. Assessment of the knowledge is generally meeting the standards in the new qualifications.

Level 3: As stated these form a large part of registrations. Assessment is generally of good quality. The knowledge units can provide some challenges to ensure they meet the requirements of the level.

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Level 5: This level has fewer registrations and those Centres will often only have one or two learners on programme. It forms the qualifications of the Higher Apprenticeship framework and learners do have to hold quite a senior position to be able to generate the evidence required. The title of the qualifications changes at this level and is significantly titled; Level 5 Diploma in Management and Leadership. The knowledge qualification remains as a separate entity in the framework. There are no reports of any particular issues with the assessment of this level of the qualifications.

Level 7: This level is not linked to an apprenticeship framework and registrations are very low. The title of the new version is also a significant change that reflects the nature of the qualification requirements in that it is called: Level 7 Diploma in Strategic Management and Leadership. The learners need to hold a position that is far more strategic than hands on management. For all levels EQAs report that appropriate records have been maintained and internal quality assurance has been appropriate and effective.

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.

The new qualifications, especially the combined diplomas at levels 2 and 3, contain some detailed knowledge only units that in effect replace the previous technical certificate knowledge based qualification in the apprenticeship framework. The assessment of these units provided some concerns in Centres but these concerns have generally not materialised. The units provide opportunities for a range of assessment methods to be adopted that will meet the differing needs of learners. They also provide the ability to link the knowledge more closely with the learner's workplace and experience which aids the learner's development as well as providing greater links with employers in the assessment process.

It is imperative that assessment of the units reflects the level of the qualification and so the level of knowledge that the learner must possess. The assessment criteria contain command verbs such as discuss, explain, analyse and evaluate and the evidence from the learners must address these requirements. Early indications show that this is being achieved at level 2 but at the higher levels the same cannot always be assured. Learners at level 3 and above will probably need to conduct research into the topics and often link theory to practice in the answers they provide. Good practice has been seen where written answers have been supported by linking the theory to the learner's actual workplace and environment. Additionally written answers have been supported by professional discussion where the assessor has been able to further explore the knowledge of the learner. Another example of good practice is where Centres have developed workbooks which guide the learners to produce evidence which is more than just an answer to a question and also links to their own workplace or, if suitable, examples of other work environments.

Sector Update

The most significant change in the past year has been the introduction of the new qualifications which have largely affected the apprentices. The Government's Implementation Plan for Apprenticeships is currently underway with Trailblazer activity ongoing and transition to full implementation during 2015-17. This is likely to lead to further changes in the way the qualifications are undertaken. Funding also focuses on apprenticeships which is likely to drive provision.

Generally as a cross sector suite there is no direct legislation that affects the qualifications. One unit that has been added is on Employee Rights and Responsibilities. Legislation changes can affect this unit but these can be reflected in the evidence that is provided and assessed.

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