



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

### **Supporting Teaching and Learning for Schools**

Support Work in Schools Level 2 Award - **04464**

Supporting Teaching and Learning in Schools Level 3 Award - **04467**

### **OCR Report to Centres September 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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# Supporting Teaching and Learning in Schools

## 1. Overview

This report is based on feedback from OCR Moderators following submissions from centres through the year. Centres are reminded that all documentation for this qualification is available to download from the OCR website – [www.ocr.org.uk](http://www.ocr.org.uk).

Both the Level 2 and Level 3 Award are continuing to provide a progression route for those candidates who may wish to complete the Level 2 or Level 3 Certificate.

From September 2015 until August 2016, the centres offering these qualifications reduced, but there appears to be renewed interest with the hope that centres may register an increased number of candidates in the near future. Assessors have continued to demonstrate their ability to guide their candidates through both the Level 2 and Level 3 Awards and high quality evidence has been produced.

From monitoring the reports, it appears that the Learning Outcomes and the Assessment Criteria are well covered across the board using a variety of formats all of which are clearly researched.

## 2. General Comments

### Centre Performance

Centres and candidates are presenting evidence that fully meets the learning outcomes and the assessment criteria with evidence, where possible, linked to their own experiences within their respective schools. Some excellent assignments have been devised necessitating candidates to carry out research, especially with the Schools as Organisations unit at both Level 2 and Level 3 and it has been noted that an increased number of Level 2 candidates are completing the Schools as Organisations Unit at Level 3. Research using the internet has been clearly referenced to show the source of the information. Candidates are proving very adept at academic writing styles; giving rise to lengthy assignments, but not always linked to the candidates' school.

Many of the candidates are now using Evidence Record sheets to record their evidence. While these are not a requirement of the Award, they are useful to both the centres, the candidate and the moderator as it demonstrates that the candidate is able to log evidence correctly and, especially with the Level 3 Award, demonstrate the use of a variety of assessment methods.

Centres should ensure that candidates only include evidence that is relevant to the learning outcomes and the assessment criteria and be reminded that quality of evidence and the assessment of it, is more important than quantity of evidence.

Where errors or omissions have been identified, assessors have given the candidates the opportunity to revisit their evidence to make the necessary amendments or additions. Once again, centres would, however, be advised to carry out internal moderation before submitting evidence.

## OCR Report to Centres – September 2016

Comments on Moderator reports include:

- *On occasions the evidence could have been improved on by use of examples of own experiences*
- *Candidates should be aware of the difference between aims and objectives*
- *Care should be taken when using a handbook. Candidates need to put the information in their own words*
- *Centres should consider the use of case studies to develop knowledge and understanding*

### Administration

Centres need to ensure that prior to submitting portfolios to the moderator, they have included all the paperwork required and this has been completed correctly prior to making a claim on Interchange. Once again, a small number of centres have had moderation of assignments delayed due to incomplete paper work, due in the main to the lack of the Submission Cover Sheet.

Once again, centres also need to be aware that units can be submitted at any point in the year and there is no need to wait until all the units have been completed before submitting a candidate's work. OCR will automatically award the full 'certificate' once all the units have been completed.

Comments on Moderator reports include:

- *A number of centres are using the Evidence Record Sheets which are required for the verified schemes. The candidates appear to find these useful, especially those candidates who then carry on working towards the Level 2 or Level 3 Certificate*
- *Assessors should take care that they complete all the required paperwork. It is essential that the Submission Cover Sheet for each candidate is correctly completed and included with the evidence*

### Summary of Recommendations for Centres

Centres should ensure that:

- *Candidates are given sufficient guidance to allow them to gather sufficient evidence to prove competence. Candidates should not rely solely on the use of a text book for information purposes*
- *At no time should candidates plagiarise themselves by failing to add some kind of bibliography at the end of the unit, when evidence gained from the Internet has been used. It is recommended that candidates use the Harvard referencing system.*
- *All parts of the assessment criteria are clearly and explicitly met and referenced*
- *Full or unit claims should be made electronically prior to submitting the evidence to the Moderator*

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- *A full check should be made to ensure the paperwork has been completed correctly before submission to both OCR and the Moderator in particular the Submission Cover Sheet*

### 3. Sector Update

Now that the last entry date for registration for the all the qualifications within the current standards has been extended to 31 August 2017, centres are able to plan for the future. There have been no changes to the current standards are currently none are expected.

Ofsted reports continue to highlight the valuable contribution to classroom activities made by the teaching assistants and the high level of support they provide.

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