



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 2013-2014

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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CONTENTS

Vocational Qualifications (QCF, NVQ, NQF)

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

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

OCR REPORT TO CENTRES

Content	Page
Supporting Teaching and Learning in Schools	1

Supporting Teaching and Learning in Schools

1 The qualifications and standards

- Structure and content

Centre Assessment:

Centres are generally well resourced both in terms of qualified and occupationally competent assessors. There are currently 21 approved centres for 04464 and 12 approved centres for 04467. The majority of assessors demonstrated their ability to guide candidates through both the Level 2 and Level 3 Awards and evidence of a high quality was produced.

Centres and candidates present evidence that fully meets the learning outcomes and assessment criteria. This evidence, where possible, is linked to experiences within their respective schools. Some excellent assignments have been devised requiring candidates to carry out research. This was seen particularly with the Schools as Organisations unit at both Level 2 and Level 3. Research using the internet was clearly referenced to show the source of the information used. Candidates are proving very adept at academic writing styles, giving rise to lengthy assignments, but not always linked to the candidates' school.

Where errors or omissions were identified, assessors gave candidates opportunities to revisit their evidence and make the necessary amendments or additions. Centres would, however, be advised to carry out internal moderation before submitting evidence.

Internal Moderation:

Generally, internal moderation works extremely well. However, Internal Moderators should ensure that candidates only include evidence that is relevant to the learning outcomes and assessment criteria and that the quality of evidence and the assessment of it, is more important than quantity of evidence. This message should be constantly reinforced with the assessment team.

One centre had their assessments rejected due to a lack of evidence towards meeting both the learning outcomes and the assessment criteria. This is an issue that should be discovered by Internal Moderators.

Administration/Documentation:

Centres need to ensure that all the correct paperwork is completed and that claims are made electronically on Interchange. Some centres had assignments returned due to incorrect or incomplete paper-work being submitted – particularly the Submission Cover Sheet. 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 automatically awards the full 'certificate' once all units have been completed.

OCR Support and Resources:

From September 2013 to August 2014, a total of 8 centres submitted candidate portfolios for 04464 – Level 2 Award and a total of 4 centres submitted portfolios for 04467 - Level 3 Award. Sixty Level 2 candidates and 20 Level 3 candidates were certificated during this time. There are currently three external verifiers allocated to the Level 2 and Level 3 Award. Centre Feedback reports have been used to assist centres to ensure that candidates are fully aware of the requirements of the Awards. Documentation on the OCR website has proved useful to the centres.

Assessment Summary:

Centres should ensure that:

- Candidates are given sufficient guidance to allow them to gather sufficient evidence to prove competence
- When evidence gained from the Internet has been used, at no time should candidates plagiarise themselves by failing to add some kind of bibliography at the end of the unit
- All parts of the assessment criteria are clearly and explicitly met and referenced
- Material which does not relate to the assessment criteria is not submitted, ie evidence record sheets and IQA reports
- Full or unit claims should be made electronically prior to submitting evidence to the Moderator
- A full check should be made to ensure that paperwork has been completed correctly before submission to both OCR and the Moderator - in particular the Submission Cover Sheet.

2 Developments

The extension for registrations to December 2015 has been well received by centres. The main problem in recruiting candidates is lack of funding. The majority of candidates are unable to fund themselves and are not able to access student loans. The reduction in funding from local councils has also impacted on the number of candidates accessing the qualifications.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998
Facsimile: 01223 552627
Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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