

Vocational Qualifications (QCF, NVQ, NQF)

Career Information and Advice

Level 4 Diploma Career Information and Advice 04512

Level 6 Diploma Career Guidance and Development 10215

Moderators' report 2019 series

About this Moderators' report

This report on the 2019 series assessments aims to highlight:

- areas where students were more successful
- main areas where students may need additional support and some reflection
- points of advice 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.

The report also includes links and brief information on:

- A reminder of our **post-results services** including **reviews of results**
- Link to **grade boundaries**
- **Further support that you can expect from OCR**, such as our CPD programme

Reviews of results

If any of your students' results are not as expected you may wish to consider one of our reviews of results services. For full information about the options available visit the [OCR website](#). If University places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications: <http://www.ocr.org.uk/administration/stage-5-post-results-services/enquiries-about-results/service-2-priority-service-2-2a-2b/>

Grade boundaries

Grade boundaries for this, and all other assessments, can be found on the [OCR website](#).

Further support from OCR

CPD Training

Attend one of our popular CPD courses to hear exam feedback directly from a senior assessor or drop in to an online Q&A session.

Please find details for all our courses on the relevant subject page on our website.

www.ocr.org.uk

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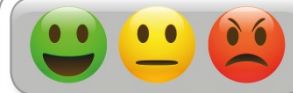
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Overview

During 2018-19 forty four centres were offering both qualifications. A small number of centres were approved with only two established centres closing. The centres have been supported by six EQA's, with two new trainees EQA's joining the team for the 2019-20 year. The centres generally have maintained a consistent, quality provision with productive IQA and assessor practice being demonstrated.

The 'Career Leadership' initiative has generated a lot of interest within centres and over 50% of participants have taken the option to complete Units 21-23. A knock on effect has been that some of the candidates have then decided to undertake the full Level 6 Diploma. The Apprenticeship Standard was approved in May and will start to roll out during the autumn. In-light of the above development and centre feedback, it has been decided to undertake a review of both qualifications. This will look at the suitability of wording, terminology and validity of assessment requirements. In addition it will assess the viability of adding some optional units at both levels. Both qualifications have been extended until December 31st 2021, which again is a positive indicator of both qualifications value across the sector. Candidate numbers have increased due to the demand outlined above and the rising profile of the Level 4 Diploma within centres.

General comments

During 2018-19 there have been some specific issues which carried over from the previous year. These related to IQA, assessment and interpretation of requirements, predominately at Level 6. The issues resulted in actions and sanctions ranging from Level 1 to Level 3B but only applied to less than 10% of centres. The issues raised are highlighted below;

- 1) Insufficient levels of IQA, feedback and assessor support.
- 2) Insufficient levels of planning and especially candidate reviews or recording of the process.
- 3) Incorrect application of RPL and claiming of units.
- 4) Observation not being completed where required within units.
- 5) Insufficient levels of occupationally competent staffing for both qualifications.
- 6) IQA and assessment being completed by the same person.

The IQA sampling levels have met required rates with increased amounts of interim processes taking place due to access allowed by using e-portfolio systems. The assessment practice generally is of a good standard and using the full range of holistic methods to meet candidate need. The use of guided discussion to cover theory and the verbal recording of observations has increased as a process to speed up feedback to the candidates and reflective practice. There continues to be a varied approach to taught programmes with distance learning being popular.

Some centres have sought advice on the following topics:

- 1) Clarification on the use of witness testimony in mitigating circumstances for Unit 7 at Level 6.
- 2) Confirmation on the requirements for verbal feedback and inclusion of notes for validity.
- 3) Clarification on the definition of direct observation and use of differing recording formats.
- 4) Definition and achievement of occupational competence and maintaining required levels.

The queries were responded to by either the Chief Verifier or EQA assigned to the centres.

Comments on individual units

Generally centres are familiar with the requirements set within units for both qualifications and assessment practice. Concerns about the feasibility and relevance of meeting the observation requirement for Unit 7 of the Level 6 Diploma have been raised, as practitioners work differently with agencies, compared to when the standards were developed. Similarly, views were

expressed that the requirement for direct observation, should allow for increased use of recordings, to support flexibility and logistical issues of working with clients. At the same time previous guidance stands and voice only options should be used sparingly to support the visual types to maintain authenticity and validity of all processes. Previous feedback that the terminology and wording within some of the units could be updated to reflect sector developments will be considered in the forthcoming review of both qualifications.

Sector update

As stated within the Overview section there has been some significant developments within the sector both from the application of national strategy and options to train and qualify as a practitioner. The requirement to complete the Level 6 as part of the Apprenticeship Standard and growth generated by the 'Career Leadership' initiative has led to both qualifications being extended until December 31st 2021. This is excellent news and will help raise the profile of careers guidance as a key process within education and workforce development.

The review of both qualifications comes at the right time and recognises that the formats and ways of offering careers guidance is being more digitally led which is developing terminology. It also requires evaluation of the relevance of current units and possible addition of optional units, to acknowledge the above points and widening participation across the sector. The qualifications are still held in high regard within the careers guidance sector and developing at the expected levels highlighted in previous reports.

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