

Vocational Qualifications (QCF, NVQ, NQF)

ITQ

ITQ Levels 1 - 3 in IT User Skills - 03991-03999

ITQ Apprenticeships - 13996, 13999

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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We value your feedback

We'd like to know your view on the resources we produce. By clicking on the icon above you will help us to ensure that our resources work for you.

Overview

ITQ has now been extended to 30 September 2021 in England and Northern Ireland.

We are also extending in Wales. Please refer to [Qualifications in Wales](#) for the latest information on the status of these qualifications.

Entry Code	Qualification Title	Qualification Number
3991	Level 1 Award in IT User Skills (ITQ)	500/6684/5
3992	Level 1 Certificate in IT User Skills (ITQ)	500/6683/3
3993	Level 1 Diploma in IT User Skills (ITQ)	500/6742/4
3994	Level 2 Award in IT User Skills (ITQ)	500/6685/7
3995	Level 2 Certificate in IT User Skills (ITQ)	500/6743/6
13995	Level 2 Extended Certificate in IT User Skills (ITQ)	600/1062/9
3996	Level 2 Diploma in IT User Skills (ITQ)	500/6744/8
3997	Level 3 Award in IT User Skills (ITQ)	500/6588/9
3998	Level 3 Certificate in IT User Skills (ITQ)	500/6758/8
3999	Level 3 Diploma in IT User Skills (ITQ)	500/6757/6
13996*	OCR Level 2 Diploma in IT User Skills (ITQ) (Apprenticeship)	600/1955/4
13999*	OCR Level 3 Diploma in IT User Skills (ITQ) (Apprenticeship)	600/1958/X

*For information: Please note that the government in England will move from apprenticeship frameworks to standards by 2020. All frameworks will be withdrawn by the 2020 to 2021 academic year, as it is expected that employers and providers will have completed the transition by this date.

This means that for 13996 and 13999 the last date for new starts for all remaining live apprenticeship frameworks, in England, will be 31 July 2020. All starts from 1 August 2020 will be on new, employer-designed standards.

The qualification is vocational and assessed in a variety of ways – OCR set assignments including CLAIT and CLAIT Plus, centre-set assignments, OCR example assignments, BBC webwise assessments and real work. All of the information regarding the ITQ is available electronically on www.ocr.org.uk/itq except the CLAIT and CLAIT Plus and Webwise assessments which are stored securely on OCR Interchange.

Centres mostly offer Award and Certificate at Level 1 and 2, with some offering Level 3 and most centres use the CLAIT and CLAIT Plus assignments and they are generally marked well following the marking scheme.

Centres submit work using electronic portfolios or hard copy. Those using online portfolios should check they have met the evidence requirements on the OCR checklist as well as the criteria and that the work is well referenced and marked. Those submitting hard copies should make sure work is marked and packaged securely. For more information on submitting work see ITQ tutor handbook.

<https://ocr.org.uk/qualifications/vocational-qualifications/vocational-qualifications-qcf-itq-2009-levels-1-3-in-it-user-skills-03991-03999-13995/>

General comments

Many centres are still using the CLAIT and CLAIT Plus assessments, these are usually well marked following the marking handbook. The most popular units are 18,19,30,31,33,39,58,59,69,70,77 and 78.

Centre based scenarios are becoming more popular and some centres 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 make sure they cover all criteria at the correct level. For all centre based assignments an evidence checklist per candidate is required.

OCR have developed some sample assignments that cover Unit 19, Unit 42 and Unit 70, Unit 77 and 92, Unit 78 and 92.

Many centres are now using electronic portfolios this often results in a faster turnaround for centres and saves on postage and backup expenses.

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

Moderators process the claim on Interchange usually within 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.

Comments on individual units

The mandatory unit for Level 1 and 2 requires candidates to complete an evidence review form, this is generally completed well, they answer the sections in enough detail with appropriate literacy ability. Most centres mark the work well and make sure the candidate has met the criteria and included the task they are reviewing. Some candidates do not answer the questions with enough detail, this unit is about improving productivity using ICT and candidates should use it to show their knowledge and understanding. Assessors should make sure that they have marked the mandatory unit and it is free from spelling and grammar errors prior to sending to the moderator. Units that do not meet the criteria are withdrawn and feedback provided to centres, candidates can amend their work and resubmit.

For Level 3 candidates need to make sure they are “critically comparing” where required by the criteria. Some candidates produce very detailed evidence.

From 15th October 2018 OCR withdraw the system used to deliver computer-based assessment for the following ITQ Level 1 units

- Unit 18 - Database software
- Unit 69 - Spreadsheets software
- Unit 77 - Word processing software

Centres will still be able to submit work for moderation for these units, using CLAIT assignments but, they will assess the work before submitting.

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. There is extra guidance on the ITQ website regarding Unit 81 and 31 as the software updates may mean candidates cannot complete parts of these assessments as expected.

Some centres have submitted written evidence only for Unit 42 and 43 they should also include print screen evidence of them applying and using the products/backups.

Sector update

Current research shows there is still a large market for ITQ, which can be used as a training qualification to help candidates develop the skills and knowledge or as an assessment tool to provide candidates with a qualification for their existing skills and knowledge. As it is flexible in terms of units, levels and types of evidence it is adaptable for candidates who are in the workplace, centres or using IT in the home.

There are several research projects that report on the need for better digital skills in the UK - a market suitable for ITQ.

In 2018, the government adopted an Essential Digital Skills Framework. The new framework is designed for those who support adults to improve their digital skills. Based on “adults need to safely benefit from, participate in and contribute to the digital world”.

The new government digital skills framework includes skills in:

- communicating
- handling information and content
- transacting
- problem solving
- being safe and legal online

that can all be evidenced through ITQ, the 5 areas are covered in various ITQ units at all 3 levels.

<https://www.gov.uk/government/publications/essential-digital-skills-framework>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/738922/Essential_digital_skills_framework.pdf

Digital Skills and Inclusion Research Working Group was set up for the government and produced the evidence brief 'What digital skills do adults need to succeed in the workplace now and in the next 10 years?' prepared by Dr Erika Kispeter, Warwick Institute for Employment Research, University of Warwick June 2018. This reported the most important new features of the Essential Digital Skills Framework are:

- It includes 'Foundation skills', required by those who are not currently using digital technology or using it in limited ways (for example, turn on the device, connect the device to a safe and secure Wi-Fi network).
- The 'using' skills are now included under 'Communicating' (for example, using a word processor) and 'Problem Solving' (for example, using appropriate software to manipulate and analyse data to help solve problems at work).
- 'Additional skills for work' are listed separately. Many of the digital 'skills' included in the framework would be more accurately defined as 'competencies'.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807831/What_digital_skills_do_adults_need_to_succeed_in_the_workplace_now_and_in_the_next_10_years.pdf

The European Digital Skills Survey collected information from employers in six EU Member states, including the UK. It revealed that digitisation of workplaces is transforming existing jobs and creating new ones and new occupations are also emerging, leading to an increased demand for digital skills (Curtarelli et al., 2017). Basic IT skills, such as using a desktop computer and broadband technology are in high demand. These skills are required across all occupations, but in particular in high- and medium-skilled job roles.

A survey by the British Chamber of Commerce (BCC) in 2017 found the most important digital skills for UK businesses were: 'basic computer skills', 'communicating and connecting through digital channels' and 'management of digital information'. 84% of companies said digital and IT skills were more important now than two years previous. They also found that more than 75% of businesses are facing a shortage of digital skills in their workforce.

The UK Employer Skills Survey 2017 also reported 35% of workers had a deficiency in digital skills. This includes both basic computer literacy and IT skills (25%).

About OCR

OCR (Oxford Cambridge and RSA) is a leading UK awarding body. We provide qualifications which engage people of all ages and abilities at school, college, in work or through part-time learning programmes.

As a not-for-profit organisation, OCR's core purpose is to develop and deliver general and vocational qualifications which equip candidates with the knowledge and skills they need for their future, helping them achieve their full potential.

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