EXPERT GROUP REPORT

FOR

AWARDS SEEKING ADMISSION TO

THE UCAS TARIFF

OCR NATIONAL CERTIFICATES
OCR NATIONAL DIPLOMAS
OCR NATIONAL EXTENDED DIPLOMAS

November 2004

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INTRODUCTION

The UCAS Tariff is a new points score system for entry to HE from September 2002. It replaces the existing A-level points system. The new system was developed to reflect a wider range of qualifications currently offered by applicants to and accepted by Higher Education Institutions. It also embraces substantial reforms to post-16 qualifications implemented from September 2000, popularly known as Curriculum 2000. These reforms completely restructured GCE A/AS levels, replaced the Advanced GNVQ with a suite of VCE awards, and introduced more emphasis on the attainment of Key Skills. For the first time, the points system accommodates Scottish Framework Qualifications.

The Tariff was developed with three specific purposes in mind as follows:

- To report achievement as a points score to Higher Education
- To allow admissions staff to make flexible offers
- To allow broad comparisons to be made between different types of achievement and different volumes of study

The table below shows the points values within the Tariff of the qualifications currently contained within the system:

GCE AS/ AS VCE	GCE A level/ AVCE	AVCE Double Award	Award	Certificate	Diploma	Certificate	Diploma	Extended Diploma	Theory	Practical	Diploma in Foundation Studies (Art and Design)[4]	Points	Higher	Ordinary	Advanced Higher	Higher	Int 2	Standard Grade
					DDD			D1				360						
					DDM			D2/M1				320						
											Distinction	285						
					DMM			M2				280						
		AA		DD	MMM		D	M3	A			240						
											Merit	225						
		AB										220						
		BB		DM	MMP		M1	P1	B			200						
		BC										180						
											Pass	165						
		CC		MM	MPP		M2/P1	P2	C			160						
		CD										140						
	A	DD	D	MP	PPP	D	P2	P3	D	A		120				A		
	B	DE										100				B		
												90	A1					
	C	EE	M	PP		M	P3		E	C		80				C		
												77	A2					
												72				D	A	
												71	B1					
												64	B2					
A	D											60				B		
												58	B3					
												52	C1					
B												50						
												48				C		
												45	C2					
												42				D	A	
C	E		P			P				E		40						
												39	C3	A1				
												38						Band 1
												35					B	
												33	D1					
D												30						
												28					C	Band 2
												26	D2	A2				
E												20	D3	B1				
												17						
												14		B2				
												13						
												10						
												7		B3				

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Welsh Bacc Core[6]	Advanced Extension Awards[7]	Core Skills[8]	Key Skills[9]	Free standing Maths[10]	IFS CeFS[11]	Points	Music Examinations[12]					
							Practical			Theory		
							Grade 6	Grade 7	Grade 8	Grade 6	Grade 7	Grade 8
Pass						120						
						75			D			
						70			M			
					A	60		D				
						55		M	P			
					B	50						
						45	D					
	Distinction				C	40	M	P				
			Level 4		D	30						D
						25	P					M
	Merit	Higher	Level 3	A	E	20					D	P
				B		17						
						15				D	M	
				C		13						
		Int 2	Level 2	D		10				M	P	
				E		7						
						5				P		

The Tariff and the National Qualifications Framework

The Tariff gives numerical values to qualifications, and establishes agreed equivalences between the types of qualifications covered. The system allows broad comparisons to be made between applicants with different volumes of study and types of achievement. The equivalences derive from those established within the English, Welsh, and Northern Irish National Framework of Qualifications. Qualifications admitted to the framework are the subject of a rigorous regulation system operated by three sister regulatory authorities, led by the Qualifications and Curriculum Authority. The framework has been developed to give coherence and clarity to the provision of qualifications. It includes three broad categories of qualifications:

- General, e.g. GCE GCE A-level and the new GCE AS
- Vocationally-related, e.g. VCE A level, VCE AS and VCE Double Award
- Occupational, e.g. National Vocational Qualifications.

Details of the accreditation process are contained in the publication *Arrangements for the statutory regulation of external qualifications in England, Wales and Northern Ireland.*

The qualifications which form the subject of this report, the OCR Nationals, the qualifications seeking entry into the Tariff, and the AQA AVCEs in Business and Health and Social Care, the qualifications against which the OCR Nationals are benchmarked, both fall within the vocationally-related category.

It was always envisaged that other qualifications would be brought into the Tariff system as they become accredited into the National Framework. The approach by OCR was made following accreditation of the OCR Nationals in 2003.

The Tariff – promoting wider access to Higher Education

The Tariff is highly relevant in the context of the government aim to increase participation rates in Higher Education, in that it covers both standard and non-standard entry routes. One of the features of the expansion of HE over the last decade has been an increase in the types of qualification presented by applicants, some of which may be vocational, some general, some taken mainly by adults, and so on. The advantage of the Tariff is that it facilitates comparison across applicants with very different types and sizes of achievement. It also ensures that UCAS communicates information to HE admissions and academic staff about the nature of such achievements, and that entry requirement information is collected.

The qualifications now seeking entry into the Tariff tend to be used for progression for specific types of HE programme. For example, evidence is presented in this report of the relevance of OCR Nationals to progression into vocationally related courses. In terms of the overall number of applicants to HE, the percentage progressing from qualifications such as these is currently small compared to say GCE A Level. However, it is anticipated that the number of applicants will increase significantly as the value of these awards becomes more widely known.

THE CONDUCT OF THE COMPARABILITY STUDY

In order to ensure a robust and transparent procedure for allocating UCAS tariff points to qualifications seeking admission to the framework, UCAS approached the University of Oxford, Department of Educational Studies for assistance in developing an appropriate methodology. Acknowledging the problematic nature of comparability studies, the Department proposed a procedure based on the premise that such comparisons can only be achieved through the exercise of collaborative judgement by an expert group. Guidelines were drawn up for the composition of the Expert Group, the evidence that would need to be collected and examined and the choice of a benchmark qualification. Procedures were developed for the conduct of the work of the expert group, including detailed sets of questions to be addressed at different stages in the process.

On this occasion the guidelines were translated into a series of tasks which Expert Group members were asked to complete prior to the Expert Group meeting (see Section 4).

The judgements made by the Expert Group in this report are presented as suggested allocations of UCAS points which take account of the size and demand of the award seeking admission to the Tariff and a candidate's level of attainment within that award. However, the guidelines provide for an automatic review process to be conducted at a later stage in the light of further evidence. This latter point acknowledges the fact that both benchmark qualifications and those seeking admission to the Tariff may still be relatively new. Consequently there may only be a relatively small amount of evidence available at the time of the work of the Expert Group. There is, therefore, a need to review the decisions of the Group when more evidence becomes available and when HE admissions tutors have gained more experience of using the awards as entry qualifications.

The work of the Expert Group is subject to a quality assurance procedure, which includes scrutiny of the Group's report by an independent auditor from Higher Education.

SUMMARY AND RECOMMENDATIONS

This report contains a detailed examination by an Expert Group of the OCR National Certificates, Diplomas and Extended Diplomas in Business and Health, Social Care and Early Years against the selected benchmark qualifications, the AQA Advanced Certificates of Vocational Education (AVCE) in Business and Health and Social Care. Section 1 of the report sets out the composition of the Expert Group. Sections 2 and 3 provide an overview of each set of qualifications. Section 4 illustrates the procedures followed by the Expert Group and reflects, in its structure, the sets of questions which were addressed and the Group's decision making processes.

As a result of its deliberations, the Expert Group agreed that:

- The aims of the two sets of qualifications are comparable
- The two sets of six and twelve unit qualifications are broadly equivalent in size and demand, as determined by an analysis of content and study time
- Both awards are underpinned by a similar range of theoretical knowledge and require application of this knowledge in different settings
- The modes of assessment place similar demands on the students
- The levels of performance required by the students are comparable
- **At the unit level** an OCR Pass aligns with and AVCE Grade E, a Merit with Grade C and a Distinction with Grade A.

However, the different approaches to awarding grades and the different rules of combination meant that it was not possible, **at the level of the qualification**, to align the grades of the OCR Nationals to those of the AVCE without possible disadvantage in terms of numbers of points to candidates achieving particular unit grade profiles. Three possible solutions were put forward for UCAS and OCR to consider. (See the end of Section 4 for a detailed examination of the problems and possible solutions.)

In the event, another option was considered. Because the equivalence between the OCR Nationals and the AVCE qualifications was established at the unit level, this also means that there is equivalence between OCR Nationals and BTEC Nationals.

Establishment of equivalence at the level of these qualifications was not, however, straightforward. Unlike the AVCE and BTEC National awards, achievement in all three sizes of OCR Nationals is reported as a single grade, and conversion to UCAS Tariff Points led to anomalies across AVCEs, BTEC and OCR Nationals. UCAS worked with OCR and members of the Tariff Advisory Group to resolve these anomalies and produced an alignment of reporting grades/bands within each Pass, Merit and Distinction grade for the OCR National Diploma (12 units) and Extended Diploma (18 units) with the BTEC Nationals. (The six unit OCR National Certificate is not affected as the grading is identical to that of the six unit BTEC National Award.) UCAS Tariff Points are then allocated to the reporting grades/bands, thus ensuring equity across similar grade profiles for BTEC and OCR Nationals candidates. The recommended Tariff Points for each of the OCR Nationals is shown below.

OCR has undertaken not only to communicate these reporting grades/bands to both their centres and candidates but also to transmit the reporting grade/band, along with the overall grade to UCAS for confirmation and clearing.

Although not a perfect solution, from the work that has been undertaken, UCAS believes that this is the fairest and most practical way to accommodate OCR Nationals in the Tariff. However, it will be noted that there are two occasions where the same number of UCAS Tariff points is awarded across two separate grades: Pass and Merit for the OCR National Diploma (12 units) (reporting grades/bands P1 and M2) and Merit and Distinction for the OCR National Extended Diploma (18 units) (reporting grades/bands M1 and D2).

OCR National Certificate	OCR National Diploma	OCR National Extended Diploma	Tariff Points	BTEC National Award	BTEC National Certificate	BTEC National Diploma
		D1	360			DDD
		M1 and D2	320			DDM
		M2	280			DMM
	D	M3	240		DD	MMM
	M1	P1	200		DM	MMP
	P1 and M2	P2	160		MM	MPP
D	P2	P3	120	D	MP	PPP
M	P3		80	M	PP	
P			40	P		

Details of the reporting grades and bands may be found at the end of Section 4.

SECTION 1: THE COMPOSITION OF THE EXPERT GROUP

The following individuals with expert knowledge and experience of the qualifications under consideration in this study were selected:

Karen Hough, OCR Chief Co-ordinator for Business
Angela Fisher, OCRChief Co-ordinator for Health, Social Care and Early Years
Tim Chapman, AQA Chief Examiner for Business
Adrian Lamb, AQA Chief Examiner for Health and Social Care
Paul Taylor, Senior Lecturer, Business School, University of Hertfordshire
Pamela Michael, Health and Social Care Course Director, University of Bangor

The CVs of the six Expert Group members are provided in Appendix 1.

Anne Brennen, OCR Principal Officer also attended the meeting.

Anne Matthews and Jennifer Tuson acted as facilitators for the work, ensuring that the Group worked systematically through the procedures laid down in the guidelines.

Helen Wakefield and Fiona Ford, of the UCAS Outreach Department, acted as Secretaries to the Group.

The whole process was overseen and quality assured by Dr Geoff Hayward, an independent Higher Education consultant.

SECTION 2: OVERVIEW OF THE BENCHMARK AWARDS

These awards were chosen as the benchmark awards since they represented the closest match in aims and content of qualifications which had already been admitted to the UCAS Tariff.

AVCE in Business	AVCE in Health and Social Care
Aims and purpose of the qualification	**Aims and purpose of the qualification**

AQA Advanced VCE Business has been designed to enable students to gain an understanding of the key business pathways and the application of business principles. The qualification provides students with the essential skills, knowledge and understanding of the sector and develops career opportunities for a range of business contexts as well as enabling entry to Further or Higher Education programmes.

Broad Objectives
The AQA AS and Advanced VCE in Business have the following objectives. They provide:
- a broad background of understanding and core knowledge whilst allowing some scope for candidates to focus on a particular interest area
- a student-centred approach to learning together with the opportunity to apply knowledge of the application of business principles in a practical way
- the opportunity for centres to forge links with industries
- cross-sector themes and approaches so that students can gain an insight into related sectors such as retailing, advertising, management, marketing, finance, training, planning, communication and human resources.

Subject Specific Focus
The content of the compulsory and optional units provides students with:
- knowledge of the key aspects of Business at Work, The Competitive Business Environment and the key activities of business
- an awareness of how industry applies planning and strategy to all sectors of business activity and the role of new technology
- the opportunity to learn about the basic principles underlying business practice, and familiarity with a range of business systems
- an understanding of the importance of ensuring that the various key business activities work in unison towards a common purpose in the context of any commercial firm.

The AQA Advanced Subsidiary and Advanced VCE in Health and Social Care have been designed to enable students to gain an understanding of the key Health and Social Care pathways and the application of Health and Social Care principles. The qualification provides students with the essential skills, knowledge and understanding of the sector and develops career opportunities in the health and social care sector as well as enabling entry to Further or Higher Education programmes.

Broad Objectives
The AQA AS and Advanced VCE in Health and Social Care have the following objectives. They provide:
- a broad background of understanding and core knowledge whilst allowing some scope for candidates to focus on a particular interest area
- a student-centred approach to learning together with the opportunity to apply knowledge of the application of principles of health and social care in a practical way
- the opportunity for centres to forge links with the health and social care sector
- cross-sector themes and approaches so that students can gain an insight into related sectors such as hospitality and catering.

Subject Specific Focus
The unit content provides students with:
The content of the compulsory and optional units provides students with:
- the opportunity to choose different pathways through the Advanced VCE in Health and Social Care
- knowledge of the key aspects of health and social care
- an awareness of how the health and social care sector meets the needs of its clients
- the opportunity to learn about the basic principles underlying the operation of the health and social care sector
- an understanding of the current developments taking place in the health and social care sector.

History of the qualification

The present AVCE qualification has evolved from the GNVQ advanced scheme introduced in the early 1990's. The present scheme was introduced in 2000 as part of the curriculum 2000 reform. The Advanced VCE was

designed to further enhance the motivation and achievement of Advanced VCE learners, improve the consistency and manageability of the qualification and incorporate an improved quality assurance and assessment procedure. The present qualification requires candidates to complete both internal and external assessments. There is a greater emphasis in the assessment on application, analysis and evaluation than in the advanced GNVQ. The internal assessment is tightly controlled by moderation procedures whilst the external assessment is subject to awarding procedures which have been brought in line with GCE procedures.

Entry requirements for the qualification

No prior learning is required. However, 4 GCSEs at grade C or above, Intermediate GNVQ or Level 2 NVQ can act as guide. In addition, AQA recommends that students must have sufficient skills, understanding and knowledge in the key skills of Application of Number, Communication and Information Technology (e.g. at level 2) to cope with the demands of the programme.

Age of candidates

Typically the Advanced VCE is undertaken by post-16 students. There is no upper age limit.

Hours

AQA does not specify the number of hours required to complete the qualification. However, it has been generally accepted that 60 hours study time is appropriate.

Content and structure of the qualification

There are 24 units available for these qualifications.

Units which make up the 3 unit award (AS VCE)
Unit 1: Business at work
Unit 2: The competitive business environment
Unit 3: Marketing.

Units which make up the 6 unit award (single AVCE)
Mandatory Units
Units 1 to 3 plus
Unit 4: Human resources
Unit 5: Finance
Optional Units
Any 1 of remaining 19 units

Units which make up the 12 unit (double) award
Mandatory Units
Units 1 to 5 plus
Unit 6: Business planning
Optional Units
Any 6 of remaining 18, two of which must be externally assessed.

Content and structure of the qualification

There are 23 units available for these qualifications.

Units which make up the 3 unit award (AS VCE)
Unit 1: Equal Opportunities and Clients' Rights
Unit 2: Communicating in Health and Social Care
Unit 5: Health, Social Care and Early Years Services

Units which make up the 6 unit award (single VCE)
Mandatory Units:
Unit 1: Equal Opportunities and Clients' Rights
Unit 2: Communicating in Health and Social Care
Unit 4: Factors Affecting Human Growth and Development
Optional Units:
At least one of:
Unit 3: Physical Aspects of Health
Unit 5: Health, Social Care and Early Years Services
Plus any other 1 or 2 units to make up the 6 units

Units which make up the 12 unit(double) award
Mandatory Units:
Units 1, 2, 3, 4 and 5 as above, plus:
Unit 6: Research Perspectives in Health and Social Care
Optional Units:
At least 2 of:
Unit 8: Health and Social Care Provision for Clients with Disabilities
Unit 11: Exploring Social Policy in Health and Social Care
Unit 15: The Role of Exercise in Maintaining Health and Well-Being
Plus any other 3 or 4 units to make up the 12 units.

Please see specification for full list of units

Please see specification for full list of units

Assessment – procedures, methods and levels

In common with other AVCE qualifications, the AQA Business and Health and Social Care qualifications are assessed by a combination of external set and marked assessments and internally assessed portfolio evidence. There must normally be a minimum of one-third external assessment. Each unit is assessed by one method only. Each unit contains its own set of grading criteria contextualised specifically to the content of that unit.

For Business, the externally examined units are assessed by a two hour paper, based on approximately four unseen items, and contain both short answer and more extended questions. Health and Social Care externally examined units are also assessed by a two hour paper, consisting of four or five compulsory questions requiring mainly short answer responses. In both cases, question papers are constructed around the Grade E, C and A assessment criteria in the assessment evidence grids in the specification.

The internally assessed units (portfolio work) are marked by centres following the criteria provided for Grades E, C and A in the assessment evidence grid for each unit, although the concept of 'best fit', now used by all Awarding Bodies, was introduced in 2003.

AQA employs a team of 'Standards Moderators' who are responsible to the Principal Moderator in order rigorously to apply the appropriate standards in accordance with the 'Code of Practice'.

Grading

Both portfolio and externally examined units are graded A to E.

Portfolio units are awarded points as follows:

A	19-24
B	16-18
C	13-15
D	10-12
E	7-9
U	0-6

Externally assessed units are marked out of 100 and the marks converted to grades as follows
30 marks allocated to E criteria
40 marks allocated to C criteria
30 marks allocated to A criteria

Exact grade boundaries are determined at Awarding Meetings. These meetings follow the 'Code of Practice' for the conduct GCSE, GCE, and AVCE examinations issued by the regulatory authority.

All unit results are converted to a Uniform Mark Scale (UMS). It is theoretically possible to fail up to three units and still achieve a grade for the qualification.

The rules of combination to convert unit points to the overall qualification are given at the end of Section 4.

QA systems and code of practice

AQA is subject to the 'Code of Practice' issued by the regulatory authorities and rigorously applies this to all standardisation, marking and awarding procedures throughout the qualification.

To assist with the assessment of portfolio work annual standardisation meetings are held. Centres entering candidates for the first time must send a representative to the meetings. In addition AQA requires that internal standardisation takes place within centres.

SECTION 3: OVERVIEW OF AWARDS SEEKING ADMISSION TO THE TARIFF

OCR Nationals Business	OCR Nationals in Health, Social Care and Early Years

Aims and purpose of the qualifications

The OCR Level 3 Nationals in Business have been developed to recognise candidates' skills, knowledge and understanding of business functions, environments and operations. The OCR Level 3 Nationals in Business are vocationally-related qualifications providing work-related learning. They are not work-based qualifications and do not certificate competence in the workplace. Instead they provide valuable opportunities for individuals to gain underpinning knowledge, understanding and skills which will support entry into work or progression to further studies through FE or HE. They are an attractive, practically-based range of qualifications intended to stimulate and interest candidates.

More specifically these qualifications aim to:

- develop candidates' knowledge and understanding of the business sector and the chosen specialist route if selected
- develop candidates' skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing employability within the business sector
- develop candidates' ability to work autonomously and effectively in a business context
- enable candidates to develop knowledge and understanding in specialist areas of business, and demonstrate the skills needed to participate in the operation and development of real business organisations
- encourage progression by assisting in the development of skills, knowledge and understanding which candidates will need to access further or higher education programmes or occupational training on a full-time or part-time basis
- encourage progression by assisting in the development of skills, knowledge and understanding which candidates will need to enter employment, or enhance their current employment status
- promote interaction between employers, centres and candidates by relating teaching and assessment to real organisations.

Aims and purpose of the qualifications

The OCR Level 3 Nationals in Health, Social Care and Early Years have been developed to recognise candidates' skills, knowledge and understanding of the health, social care and early years sector and the settings, job roles, principles and values involved. The OCR Level 3 Nationals in Health, Social Care and Early Years are vocationally-related qualifications providing work-related learning. They are not work-based qualifications and do not certificate competence in the workplace. Instead they provide valuable opportunities for individuals to gain underpinning knowledge, understanding and skills which will support entry into work or progression to further studies through FE or HE. They are an attractive, practically-based range of qualifications intended to stimulate and interest candidates.

More specifically these qualifications aim to:

- develop candidates' knowledge and understanding of the health, social care and early years sector and the chosen specialist pathway if selected
- develop candidates' skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing their employability within the health, social care and early years sector
- develop candidates' ability to work autonomously and effectively in a health, social care and early years context
- enable candidates to develop knowledge and understanding in specialist areas of health, social care and early years care and education, and demonstrate the skills needed to participate effectively in real situations
- encourage progression by assisting in the development of skills, knowledge and understanding that candidates will need to access further or higher education programmes or occupational training on a full-time or part-time basis
- encourage progression by assisting in the development of skills, knowledge and understanding that candidates will need to enter employment or enhance their current employment status
- promote interaction between employers, centres and candidates by relating teaching and assessment to real settings.

History of the qualification

The OCR Level 3 Nationals in Health, Social Care and Early Years were introduced in September 2003. The OCR Nationals suite of qualifications was developed to provide candidates with the opportunity to gain recognition for knowledge and skills geared to the specific requirements of key sectors. OCR Nationals are typically (although not exclusively) aimed at young people, primarily aged 16 -19 in full-time further education who are seeking a career in the given sector although programmes for more mature learners can easily be based around these qualifications. The OCR Nationals recognise the achievements of candidates following a practical programme of learning intended to prepare them for work. They are therefore particularly suitable for individuals wishing to make a fresh start on a course that offers a different learning and assessment style. The suite also provides progression routes into higher education.

Entry requirements for the qualifications

These qualifications are available to anyone who is capable of reaching the required standards. They have been developed free from any barriers that restrict access or progression thereby promoting equal opportunities.

All centre staff involved in the assessment or delivery of these qualifications should understand their requirements and match them to the needs and capabilities of individual learners before entering them as candidates for one of these qualifications. There is no requirement for candidates to achieve a Level 2 qualification before progressing onto these awards although, as a general guide, candidates with qualification profiles comparable to Level 2 of the National Qualifications Framework (NQF) will normally be at a level suitable for entry on to a programme leading to one of these qualifications. Individuals should be considered equally for entry whether they hold certificates easily recognisable against the NQF or present more varied profiles for consideration.

Age of candidates

OCR Level 3 Nationals in Health, Social Care and Early Years are typically (although not exclusively) aimed at young people, primarily aged 16 -19 in full-time further education who are seeking a career in the given sector although programmes for more mature learners can easily be based around these qualifications

Hours

Each unit at Level 3 has been designed to require approximately 60 guided learning hours. An indication of the number of guided learning hours required for each of the qualification types is provided below:

Level 3 National Certificate	=	360 glh
Level 3 National Diploma	=	720 glh
Level 3 National Extended Diploma	=	1080 glh

Content and structure of the qualifications

Each of the Level 3 qualifications draws on the same bank of 24 units. Requirements for each award are shown below.

OCR Level 3 National Certificate in Business

From the central bank of 24 units, candidates must achieve six units to gain the full award.

Of the six units required, four units are mandatory (i.e. are prescribed by OCR and must be achieved by all candidates taking this award). The remaining two units can be chosen from a list of optional units.

Only one restriction is imposed on the selection of optional units and that relates to Units 9 and 10. Only one of these units will count towards a full award.

Content and structure of the qualifications

Each of the Level 3 qualifications draws on the same bank of 27 units. Requirements for each award are shown below.

OCR Level 3 National Certificate in Health, Social Care and Early Years

From the central bank of 27 units, candidates must achieve six units to gain the full award.

Of the six units required, four units are mandatory (i.e. are prescribed by OCR and must be achieved by all candidates taking this award). The remaining two units can be chosen from a list of optional units.

Only one restriction is imposed on the selection of optional units and that relates to Units 11 and 12.

Apart from this restriction, centre staff and candidates can choose the two optional units that best suit their circumstances, areas of expertise or interest.

OCR Level 3 National Diploma in Business

From the central bank of 24 units, candidates must complete 12 units to gain the full award.

Of the 12 units required, four units are mandatory (i.e. are prescribed by OCR and must be achieved by all candidates taking this award). The remaining eight units can be chosen from a list of optional units.

Only one restriction is imposed on the selection of optional units and that relates to the non-specialist units (Units 5-10). Only five of these units will count towards a full award. Apart from this restriction, centre staff and candidates can choose the eight optional units that best suit their circumstances, areas of expertise or interest.

OCR Level 3 National Extended Diploma in Business

From the central bank of 24 units, candidates must complete 18 units to gain the full award.

Of the 18 units required, four units are mandatory (i.e. are prescribed by OCR and must be achieved by all candidates taking this award). The remaining 14 units can be chosen from a list of optional units.

Only one restriction is imposed on the selection of optional units and that relates to the non-specialist units (Units 5-10). Only six of these units will count towards a full award. Apart from this restriction, Centre staff and candidates can choose the 14 optional units that best suit their circumstances, areas of expertise or interest.

A full list of mandatory and optional units for each of the above awards, and the three specialist pathways, is given in the specification.

Only one of these units will count towards a full award. Apart from this restriction, centre staff and candidates can choose the two optional units that best suit their circumstances, areas of expertise or interest.

OCR Level 3 National Diploma in Health, Social Care and Early Years

From the central bank of 27 units, candidates must complete 12 units to gain the full award.

Of the 12 units required, four units are mandatory (i.e. are prescribed by OCR and must be achieved by all candidates taking this award). The remaining eight units can be chosen from a list of optional units.

Only one restriction is imposed on the selection of optional units and that relates to the non-specialist units (Units 5-12). Only five of these units will count towards a full award. Apart from this restriction, centre staff and candidates can choose the eight optional units that best suit their circumstances, areas of expertise or interest.

OCR Level 3 National Extended Diploma in Health, Social Care and Early Years

From the central bank of 27 units, candidates must complete 18 units to gain the full award.

Of the 18 units required, four units are mandatory (ie are prescribed by OCR and must be achieved by all candidates taking this award). The remaining 14 units can be chosen from a list of optional units.

Only one restriction is imposed on the selection of optional units and that relates to the non-specialist units (Units 5-12). Only six of these units will count towards a full award. Apart from this restriction, centre staff and candidates can choose the 14 optional units that best suit their circumstances, areas of expertise or interest.

A full list of mandatory and optional units for each of the above awards, and the three specialist pathways, is given in the specification.

Assessment – procedures, methods and levels

All units are centre assessed and externally moderated. Assessment of all units can take place at a time to suit candidates and centres.

Within each unit there are grade descriptors which exemplify the typical performance of a candidate operating at the grade level described for the unit portfolio as a whole. When awarding a grade, centre assessors must utilise the following elements when formulating their grading decision:

- The degree to which the candidate has met the requirements of each assessment objective.
- The unit grade descriptors which indicate of the level and breadth of evidence required.

Performance at the unit level is graded holistically, using a 'best fit' model, recognising that candidates may

perform better in meeting the requirements of some objectives more than others.

A Pass grade will be awarded if the evidence presented meets at least the minimum requirements of the assessment objectives as specified by the Pass grade descriptor.

A Merit grade will be awarded if the evidence presented provides a closer match to the Merit grade descriptor than to the Pass grade descriptor.

A Distinction grade will be awarded if the evidence presented provides a closer match to the Distinction grade descriptor than to the Merit grade descriptor.

Grading

In addition to the unit grades, each full award has an overall grade of Pass, Merit or Distinction allocated depending on candidates' achievements at unit level. To arrive at the grade for the full award, points are allocated to each unit as follows:

- One point for a unit graded at Pass
- Two points for a unit graded at Merit
- Three points for a unit graded at Distinction
- Nil points for a unit graded at Fail

To achieve each of the three qualifications, the minimum number of points required are:

National Certificate	National Diploma	National Extended Diploma
Pass, min 6 points	Pass, min 12 points	Pass, min 18 points
Merit, min 10 points	Merit, min 20 points	Merit, min 30 points
Dist, min 14 points	Dist, min 28 points	Dist, min 42 points

Compensation

Candidates must **complete** the required number of units for the Diploma and Extended Diploma (ie 12 and 18 units respectively). However, compensation is available for candidates who might fail one or two units but achieve Distinction or Merit grades for other units.

If candidates fails one or two units (maximum), they may still achieve the full qualification if their total points achieved equal at least:
- 12 points for the Level 3 National Diploma
- 18 points for the Level 3 National Extended Diploma.

Compensation does not apply to mandatory units or units which are required to be passed as part of the Nationals Diploma to obtain a specialist endorsement.

Further information on the rules of combination to convert unit points to the overall qualification are given at the end of Section 4.

QA systems and code of practice

The integrity of the assessment of OCR Nationals is maintained through a series of connected activities which adhere to the Common Code of Practice:

Centre approval:

Conditions include:
- Ensuring that internal assessors are appropriately qualified and have relevant knowledge and experience
- The development of an internal moderation system which will ensure that all assessors are interpreting and

applying the requirements of the qualification and that assessment is valid.

External moderation and standardisation of assessment decisions

- Moderation applies to each batch of centre assessed units submitted for certification. OCR Visiting Moderators will moderate the assessment decisions of all centre assessors before certification.
- An OCR Chief Co-ordinator is appointed for each qualification. Chief Co-ordinators (together with OCR Officers) monitor the work of Visiting Moderators and Examiners. Where numbers of entries justify, a number of Team Leaders will be appointed to assist in the monitoring of Visiting Moderators and Examiners
- On confirmation of accreditation, OCR will commission the collection of exemplar work to illustrate the typical level of evidence presentation, investigation and application to warrant achievement at Pass, Merit and Distinction levels. This exemplar work will be made available to centres.

Quality assuring OCR assessment personnel

OCR Examiners and Visiting Moderators undertake thorough training on the requirements of the qualifications they are responsible for assessing/moderating. In addition, the OCR Chief Co-ordinator, OCR officers, and Team Leaders where appropriate, monitor the moderation decisions of Visiting Moderators and the assessment decisions of OCR Examiners. On accreditation, OCR will prepare detailed instructions/guidance for Visiting Moderators to outline sampling requirements. For OCR assessed units, each external assignment or question paper set by the board will be assessed against the agreed mark scheme.

Providing support to centre staff

An on-going programme of centre training events is underway for the OCR Nationals with subject-specific and generic events taking place around the country to support centres wishing to offer the OCR Nationals. In addition, a range of support materials has been commissioned to assist centres delivering these qualifications. OCR Centre Advisors are available to offer specific advice and support to individual Centres. At each moderation visit, OCR Visiting Moderators will provide specific advice and feedback on assessment within the centre. Wherever possible, OCR Visiting Moderators will moderate across a number of centres to maximise standardisation nationally.

SECTION 4: THE WORK OF THE EXPERT GROUP

Preparatory work

Prior to the Expert Group meeting, all members were sent copies of the specifications for the OCR Nationals and the AVCE awards, together with other relevant documentation, and were asked to complete a number of tasks in preparation for the meeting. These tasks required members to compare the aims, content and assessment models of the two sets of specifications. OCR members in particular were asked to map the content of the OCR Nationals to units from the relevant AVCE identified in the preliminary mapping exercise conducted by UCAS representatives.

The Expert Group meeting

The Expert Group then met on one occasion for two days to examine and discuss the evidence listed in Appendix 2 and the preparatory work completed by group members. This section contains an account of the deliberations of this meeting.

The first morning was mainly concerned with the dissemination of information about the comparability study and the qualifications involved. The session included:

- Dr Geoffrey Hayward briefing the Group on the aims of the comparability study, the UCAS Tariff and the methodology for the two day meeting
- A senior representative from OCR presenting an overview of the new OCR National Certificates, Diplomas and Extended Diplomas, the qualifications seeking entry to the UCAS Tariff
- The OCR Chief Co-ordinators presenting additional information about the OCR Nationals in Business and Health, Social Care and Early Years
- The AQA Chief Examiners presenting information about the AVCEs in Business and Health and Social Care, the benchmark awards.

The Expert Group then broke into two subject groups for significant periods of time to compare the aims, content and levels of performance of the two sets of qualifications. However, in order to avoid unnecessary repetition, the outcomes of some of the deliberations are jointly reported below.

Comparison of aims

In terms of providing the basis for progression to HE, FE or further training, the two subject groups agreed that there was significant common ground between the AVCE and the OCR Nationals. For example, the AVCE 'provides students with the essential skills, knowledge and understanding of the sector', and developing career opportunities in the relevant sector, 'as well as enabling entry to Further and Higher Education programmes'. (AVCE Business Specification, 2005, Page 12, HSC Specification 2005, Page 15) The OCR Nationals 'provide valuable opportunities for individuals to develop skills and gain underpinning knowledge and understanding which will support entry to work or progression to further studies through Further or Higher Education' (OCR National Tutor's Handbooks for Business and Health, Social Care and Early Years, 2003).

Based on their preparatory work, the Business Group quickly agreed that both awards

- Seek to develop similar knowledge and understanding of business functions, environments and operations
- Enable students to gain an insight into related sectors such as management, marketing, finance, planning, communication and human resources
- Are practically based and designed to support work related learning

The Health and Social Care Group agreed that the aims of each award include:

- Knowledge and understanding of the health, social care and early years sector
- A range of progression routes and specialist career pathways, leading to HE and/or occupational training
- A student centred approach
- Good links with the occupational sector and opportunities for work related learning.

Structure of the awards

Both the AVCEs and the OCR Nationals are organised on a unit basis, with different numbers and combinations of units required for the individual awards (see Sections 2 and 3 for details). The AVCEs comprise three, six and twelve unit awards. The OCR National Certificates have six units, the National Diplomas 12 units and the National Extended Diplomas 18 units.

Determining size – comparison of study hours

One measure of the size of an award is the number of hours of study needed to complete it and each group addressed this issue. Each unit in the OCR Nationals consists of 60 guided learning hours, so the number of hours of study needed to complete a National Certificate, Diploma and Extended Diploma would be 360, 720 and 1080 respectively. Although AQA does not specify the number of hours required to complete an AVCE, in practice it is currently accepted that an AVCE unit requires 60 hours of study to complete it successfully. Expert Group members therefore agreed that this evidence suggested that the AVCE and OCR National qualifications would seem to be broadly equivalent in size on the basis of guided learning hours.

Determining size – comparison of content/breadth and depth of coverage

In the preparatory work it had been noted that each of the awards in this comparability study comprised more than 20 units. Previous experience with qualifications involving large numbers of units, indicates that it is possible to arrive at a valid determination of the relative size of the qualifications by examining a selection of units. The assumption is that, if it can be established that a number of units from the award seeking entry to the Tariff are broadly comparable in size and demand to those of the benchmark award, then it may be argued that the two qualifications are broadly comparable in size and demand.

Therefore, in order to make this study manageable, it was proposed that the preparatory work should focus on mapping the content of the OCR qualifications to two of the AVCE units in each subject area. Although not carried out by subject experts, the preliminary mapping work

had suggested that the following AVCE units would provide a reasonable match to the comparable content in the OCR Nationals:

- AVCE Business, Units 5 and 11
- AVCE Health and Social Care, Units 1 and 17

As part of their preparatory work, OCR Expert Group members were asked either to identify the comparable content of the OCR Nationals which matched the content of the two AVCE units selected for their subject or, if they felt these units were not appropriate, to select two alternative AVCE units and identify the comparable content. In the event, both OCR Chief Co-ordinators chose to work with the AVCE units identified in the preliminary mapping exercise.

Appendix 3 contains the mapping exercises for each of the two pairs of units described below.

Each subject group then considered the findings of the relevant OCR Chief Co-ordinator. A summary of each group's discussion is given below, together with the decisions reached.

The Business Group

Comparison 1

AVCE Unit 5 – Finance
OCR Unit 4 – Finance for Business

AVCE Unit 5 is a compulsory unit for both the six and twelve unit awards. OCR Unit 4 is a mandatory unit for all the awards.

The OCR Chief Co-ordinator had taken the main content areas from the 'What you need to learn' section of the AVCE specification for Unit 5 and mapped these to the Assessment Objectives (AOs) for OCR Unit 4. In discussion, it was noted that there were different emphases in the content of these two units, with the AQA units having a stronger emphasis on accountancy skills and the OCR units placing more emphasis on economics. However, it was agreed that there was a good match between four of the seven OCR AOs and three of the AVCE content areas, covering areas such as constructing accounts, interpreting financial information and cash flow management. This suggested a content overlap of 60%.

The group then considered the remaining three OCR AOs and the fourth AVCE content area. The different emphases in the two units meant that this remaining content did not match as well as in the other areas. Nonetheless, it was argued that certain similarities could be identified. For example, both the AQA and OCR unit required candidates to look at the wider influences on a business, AQA in the context of a range of stakeholders, OCR in the context of the economic environment. It was also argued that, although the specific content was different, the same analytical business skills were being developed.

In summary, therefore, the group agreed that, despite the different emphases in content, each unit demanded comparable amounts of work from a candidate in terms of the amount of time needed to cover the material in each unit and therefore the size of these two units is

comparable. The HE representative also noted that successful candidates from both units would be accepted on to a general business degree in his institution.

Comparison 2

AQA Unit 11 – Industrial Relations
OCR Unit 19 – Employee Relations

As before, the OCR Chief Co-ordinator had taken the main content areas from the 'What you need to learn' section of the AVCE specification for Unit 11 and mapped these to the AOs for OCR Unit 19. The group discussed the four AVCE content areas and the six OCR AOs and agreed that both units covered the same content, including the importance of industrial relations, employer and employee relationships, Trade Unions and organisations representing employees and the importance of UK and EU employment legislation and practice. The group therefore agreed that these two units are comparable in size.

The Health and Social Care Group

Comparison 1

AQA Unit 1 – Equal Opportunities and Clients' Rights
OCR Unit 1 – Working to quality practice in care settings

The content of this pair of units was examined in detail and found to match almost exactly. This may be seen in Appendix 3. Both are compulsory units and both cover, for example, ethical issues, legislation, codes of practice and sources of support and guidance.

The only differences between the two were felt to be very minor, for example in relation to:

- AQA's reference to legislation being different in different parts of UK – this is not tested in the AVCE but is included to allow credit to be given for work based on legislation in Northern Ireland and Wales. Such work is also credited in the OCR Nationals.
- AQA's reference to situations when clients' wishes can be overruled – this was felt to be covered in the OCR Nationals under the complex nature of decisions.
- OCR's reference to links between prejudice and discrimination – this was felt to be implicit in the AVCE in order for candidates to be able to discuss equal opportunities.
- OCR's reference to historical perspective/origins of discrimination – this was felt to be not included in the AVCE but represented at most a two hours of teaching.

The group therefore concluded that there is a nearly perfect match in breadth and depth across these two units.

Comparison 2

AQA Unit 17 – Behavioural Psychology
OCR Unit 10 – Behavioural Psychology in Health, Social Care and Early Years settings

The content of this pair of units was examined in detail and found to match almost exactly. This may be seen in Appendix 3. Both of these cover, for example, the origins and development of behavioural psychology, other major approaches to psychology and the

application of the principles of behavioural psychology to certain aspects of human development and behaviour.

The only differences between the two were felt to be very minor, and in relation to:

- AQA's reference to understanding basic strengths and weaknesses and the challenges other approaches pose to behavioural psychology – this was felt to be covered implicitly in OCR's review of the other approaches to behavioural psychology in AO2.
- AQA's reference to understanding how data are gathered for interpretation and analysis – this was felt to be covered in the OCR Nationals under the advantages and disadvantages of research methodologies and the validity and reliability issues relating to research methodologies.
- OCR's reference to validity and reliability issues relating to research methodologies – this was felt to be implicit in this unit of the AVCE (candidates will have completed the compulsory unit 6 Research perspectives in health and social care).
- OCR's reference to the application of theories to mental illness, language development, moral development, and behaviour – this was felt to be included in the AVCE's coverage of the strengths and weaknesses of other approaches.
- OCR's reference to the key features of Freud, Piaget and Erikson - this was felt to be included in the AVCE's coverage of the other major approaches.

The group therefore agreed that Unit 17 (AQA) and Unit 10 (OCR) were very nearly perfectly matched in breadth and depth.

Comparing assessment models

The Expert Group noted that there were certain differences in the assessment models for the two sets of awards. For all AVCEs, a minimum of one third of all units must normally be externally assessed. External assessment is through externally set papers, normally two hours, comprising, for Business, both short answer and more extended questions, and for Health and Social Care, short answer style (See Section 2 for details.)

The OCR Nationals are assessed through the compilation of portfolios of evidence which are internally assessed and externally moderated. It was noted that, when the OCR Nationals were admitted to the NQF, the specifications had included two externally assessed units in each award in order to meet the QCA criteria current at that time. It was intended that each of these units would be assessed by an externally set and marked assignment. QCA has since amended its accreditation criteria and there is no longer a requirement for an externally set and marked assignment. From September 2004, all OCR National units will be internally assessed and externally moderated. Quality assurance of a centre's internal assessments is achieved by a robust centre approval process. This process requires staff training in assessment and regular standardisation and internal moderation meetings. Internally assessed work of all is sampled from all units by the external moderator before certification. (See Section 3 for details.)

AVCE units and the overall qualification are graded A to E. OCR National units and the overall qualifications are graded Pass, Merit and Distinction. In both awards points are allocated to units which are then combined/aggregated to give the grade for the qualification. (See below for details.) There is, however, a significant difference in the requirements for the achievement of the two awards. In the AVCE awards, candidates do not have to complete

successfully all six or twelve units in order to gain a qualification. In order to achieve the OCR National Certificate, candidates have to achieve all six units to gain a Pass. For the OCR National Diploma and Extended Diploma, candidates must attempt all 12 or 18 units, must successfully achieve all four mandatory and specialist pathway units and may only 'fail' a maximum of two units.

Expert Group members agreed that the change in the OCR assessment model was appropriate to the aims and requirements of the qualifications, and that, in the light of the external moderation process discussed above, both assessment models were equally rigorous.

Within the Health and Social Care Group it was suggested by the HE representative that a candidate with AVCE qualifications would have had more experience of HEI-style assessment (timed, written tests and essay writing) but perhaps would not be so strong working independently, whereas an OCR Nationals candidate would have the benefit of perhaps being better able to work independently. It was stressed that this did not devalue either qualification but gave them different strengths. The importance to HE of this point about a candidate's assessment experience was noted and it was suggested that, with retention in HE becoming a problem, perhaps HEIs need to alter their support mechanisms for students with different experiences

It was also stressed that the OCR National qualification included a great deal of continuous extended writing, for example in Unit 1 (a compulsory unit) where a discussion of how quality care could be implemented was required of candidates. This was not necessarily obvious from the way in which the specification listed the assessment objectives and the requirements for knowledge, skills and understanding. Indeed, the AQA externally set papers did not include essay questions but rather were written in short answer style format.

Comparing levels of performance

The second major task in any comparability study involves comparing the levels of performance of the awards seeking admission to the Tariff with those of the benchmark awards, using the published grading criteria and, where available, candidate evidence and other assessment materials. However, given the recent introduction of the OCR Nationals, it was appreciated that no candidate evidence would be available. Nonetheless, given the importance of OCR National qualifications as an entry route to Higher Education, it was agreed that it was important that Tariff Points should be allocated as fairly as possible on the basis of available evidence about assessment, essentially the grading criteria. Candidate evidence would be considered during the automatic review process in the future.

Using the same two pairs of units from the previous exercises, and the evidence from the preparatory work by the two OCR Chief Co-ordinators, the two subject groups compared the published grade descriptors across the two sets of awards. This exercise would determine whether there are any differences in terms of what candidates are expected to know and do, and enable group members to assess the comparability of demand being placed on the candidates.

In carrying out this exercise, both groups used a combination of the AVCE assessment evidence grids (with assessment criteria for each grade) and grade descriptions provided for Grades A, C and E, and the OCR Assessment Objectives and associated knowledge, understanding and skills and grade descriptors provided for Pass, Merit and Distinction.

The Business Group

In order to provide a context for the comparison of grades at unit level, the OCR Chief Co-ordinator and the AVCE Chief Examiner constructed a profile of their expectations of a typical candidate's performance for the overall qualification, comparing achievement at Pass, Merit and Distinction for the OCR Nationals with Grades E, C, A for the AVCE. In addition, they identified and agreed the main cognitive skills required at each grade. The outcome of their comparison is set out in Table 1 below which shows that there is a close match between the levels of overall performance required for each of the awards. The group also agreed that the requirements of each set of grade descriptors in terms of performance and cognitive skills increases by the same amount from Pass/Grade E to Distinction/Grade A.

Table 1: Comparison of typical candidate performance

AVCE/OCR Grade	Typical performance	Cognitive skill
Grade E/Pass	A candidate achieving this grade would understand the core content and concepts, but would find it difficult to apply the core concepts in specific situations.	Identify, describe
Grade C/Merit	A candidate achieving this grade would have a good grasp of core concepts and would be able to apply these to specific contexts. The candidate would begin to comment on/analyse the specifics of their findings, but would find it difficult to take an overview.	Explain, apply, analyse
Grade A/Distinction	A candidate achieving this grade would have a thorough grasp of the core concepts and would be able to apply these in a range of contexts, some of which are unfamiliar. The candidate would be able to adopt an overall view, discuss the significance of the findings and justify recommendations.	Analyse, evaluate, synthesis.

Group members then moved on to compare the levels of performance in the two pairs of units from the previous exercise. They were assisted in this exercise by the preparatory work completed by the OCR Chief Co-ordinator who had constructed tables for each grade for each pair of units based on the main points from each award's grade descriptors.

Comparison 1

AVCE Unit 5 – Finance
OCR Unit 4 – Finance for Business

In reviewing the comparisons presented in the three tables below, group members noted that the use of the terms 'basic', 'sound' and 'high level' in each of the OCR grades could be open to interpretation and requested clarification from the OCR Chief Co-ordinator. Unit 4 had formerly been one of the two units assessed by an externally set and marked assignment, so she was able to draw members' attention to the marking criteria which had been provided in the documentation for the meeting. These provided evidence of the level of performance intended by the terms 'basic', 'sound' and 'high level'. Where relevant, this additional evidence has been added to the Table 2 below. The Chief Co-ordinator noted that OCR was aware that these grade descriptors lacked transparency. They were currently being redrafted

in order to make their meaning clear to centres who would now be responsible for the internal assessment of this unit.

Table 2: Comparison 1 – Extracts from grade descriptors

AQA Unit 5: Finance	OCR Unit 4: Finance for Business	
AQA GRADE E	**OCR PASS**	**Evidence from Mark Scheme**
• Understand, complete or correct the basic financial documents of a business • explain their role in the flow of financial documentation	• Explain and interpret company profit and loss account information and the associated balance sheets to a basic level	Candidates will explain in basic terms all listed features of a Profit and Loss Account and give a limited interpretation of the accounts for Progress Homes. Reference to figures from the accounts is unlikely to be present.
• Identify and interpret financial data • Interpret them from perspectives of different stakeholders	• Calculate ratios – limited appreciation of their interpretation	
• Reasoning and justification are likely to be limited, but must generally be realistic	• Prepare cash flow forecast make simple recommendations	
	• Identify costs involved with the purchase of business assets	
	• Apply a basic level of evaluation to a given situation	

AQA GRADE C	**OCR MERIT**	**Evidence from Mark Scheme**
• demonstrate a fuller and more integrated interpretation of the chosen accounts	• explain and interpret company profit and loss account information, and the associated balance sheets to a sound level.	
• clear and reasoned understanding of why different stakeholders may interpret the same data from different perspectives	• Identify costs involved with the purchase of business assets.	
• use and interpretations of ratios will be more developed • support arguments with appropriate evidence drawn from the stimulus material	• calculate ratios • use results to make appropriate recommendations	Candidates will clearly link the profitability, liquidity and ratio analysis carried out in Tasks 1, 2 and 3 to the current and future financial performance of the company.
• they will show evidence of wider knowledge and understanding of the assessment of the financial performance	• Will provide a sound level of evaluation to a given situation	Candidates will construct a sound Cash Flow Forecast using the available data with few errors. They will make few errors. They will make reasonable estimations with some justification on how the cash flow position of the company could be improved.

AQA GRADE A	**OCR DISTINCTION**	**Evidence from Mark Scheme**
• sophisticated understanding of financial performance and strategies	• interpret company profit and loss account information, and the associated balance sheets to a high level.	Candidates will explain in detail all listed features of a Profit and Loss Account. The interpretation will include supporting relevant examples and figures from the case study
• interpret descriptive and numerical data relating to profitability, liquidity, efficiency and shareholder returns	• identify the costs involved with the purchase of business • apply a high level of evaluation to a given situation	Candidates will construct a detailed accurate Cash Flow Forecast from the available data. They will make well justified estimations on how the cash flow position of the company could be improved.
• sound and realistic judgements about financial performance • supported by relevant and appropriate evidence	• calculate ratios, and will be able to interpret and use the results to make appropriate recommendations.	
• make realistic calculations and predictions about the future financial performance of the chosen business, and will identify and explain the relationships between financial performance and other business practices.	• explain, demonstrating thorough understanding, the complex interrelationships present, the role of a range of financial institutions in the economy, and • analyse in detail the impact of the economic environment on business performance	

Assisted by the additional evidence from the mark scheme, the group proceeded with the comparison of each of the grade descriptors.

For the Pass/Grade E, the group agreed that similar levels of performance are required. For example, candidates for each unit are required to be able to:

• Demonstrate some ability to extract information from appropriate sources
• Identify and explain financial information
• Interpret the results of ratio analysis at a basic level
• Make recommendations based on information supplied
• Provide a limited level of reasoning and justification

For the Merit/Grade C, the group again agreed that similar levels of performance are required. For example, candidates for each unit are required to be able to:

• Apply theory to practice
• Carry out accurate calculation of ratios
• Evaluate data presented in familiar contexts
• Use the results of calculations to make appropriate recommendations

For the Distinction/Grade A, the group agreed once more that similar levels of performance are required. For example, candidates for each unit are required to be able to:

• Demonstrate a detailed understanding of financial accounts
• Interpret ratios
• Make realistic calculations
• Analyse financial performance
• Make judgements on financial performance
• Make predictions about future financial performance of a business
• Make recommendations and supply supporting justification
• Carry out evaluations in unfamiliar contexts

In summary, the group agreed that the levels of performance required by candidates at each of the grades in each of the units are comparable.

Comparison 2

AQA Unit 11 – Industrial Relations
OCR Unit 19 – Employee Relations

In reviewing the comparisons presented in these three tables, the group agreed that, although the terms 'basic', 'sound' and 'high level' appear again in the OCR grade descriptors, no further evidence was required since the wording of these descriptors was generally more transparent than those for the previous unit, and that sufficient understanding of their intended meaning had been gained from the previous comparison.

The AVCE Chief Examiner noted that in order to be able fully to interpret the AVCE grade descriptors, it is also necessary to take into account the assessment criteria for each unit. In

discussion a number of these assessment criteria were drawn into the comparison of the grade descriptors. Where relevant, these have been added in italics toTable 3 below.

Table 3: Comparison 2 – Extracts from grade descriptors

AQA Unit 11: Industrial Relations	OCR Unit 19: Employee Relations
AQA GRADE E	**OCR PASS**
• describe the importance of negotiations to resolve disputes	• basically explain the factors influencing, and measures used, in developing good employee relations.
• basic terminology to discuss the relevant legislation *E6: explain the impact of changes in employment legislation on industrial relations*	• limited appreciation of the role of statutory bodies • evaluate in simple terms the impact of legislation on employee relations
• set out objectives of both parties, and make connections between the rights of employer and employee	• draw on a limited number of examples to show the importance of good employee relations, and to illustrate the processes involved encouraging better relationships in the workplace
• students give an accurate description of the events which took place during the role-play, although they may not necessarily be able to apply knowledge gained during the Unit to all events.	• candidates will carry out tasks in such a way they show a basic understanding of the underpinning knowledge associated with this unit

AQA GRADE C	OCR MERIT
• additional knowledge and understanding to discuss the role-play • greater application of theory to the practice demonstrated in the role-play	• sound level of understanding of the underpinning knowledge associated with this unit.
• demonstrate they understand both parties had choices, and alternative courses of action could have had different results *C4: interpret and explain the outcome of the negotiations*	• clearly explain the factors influencing, and measures used in, developing good employee relations.
C3: seek out and use additional examples to illustrate the proceedings	• range of examples to show the importance of good employee relations • good appreciation of the role of statutory bodies
C2: compare the views, objectives, responsibilities and actions of each part in the dispute.	• clearly evaluate the impact of legislation on employee relations
C1: summarise relevant information to produce a logical and well structured record of the role-play.	• Identify current and future changes in the working environment and will explain to a good depth their effect on employee relations.

AQA GRADE A	OCR DISTINCTION
• ability to analyse and evaluate the events in the role-play negotiation • ability to discuss alternative approaches to situations occurring in the role play	• high level of understanding of the underpinning knowledge associated with the unit.
• demonstrate an excellent application of theory to practice *A2: use relevant legal and industrial terminology fluently*	• fully explain the factors influencing, and measures used, in developing good employee relations • illustrate the thorough appreciation of the role of statutory bodies
• wider knowledge of industrial relations acquired during the study of the unit *A3: describe current trends in industrial relations with analysis of the different ways in which employers and employees have benefited.*	• fully evaluate the impact of legislation on employee relations, drawing on real industry examples to illustrate key points.
• ability to analyse actions which took place in the role-play, and evaluate and recommend alternative courses of action	• Identify current and future changes in the working environment • comprehensively analyse their effect on employee relations

In response to a question from the OCR Chief Co-ordinator, the AVCE Chief Examiner clarified the position of the role play in the assessment of Unit 11. He noted that, although candidates are required to carry out a role play of negotiations between an employer and an

employee representative, the emphasis in this unit is on the assessment of knowledge, understanding and skills demonstrated in the written evidence required.

The group then agreed that the levels of performance required by candidates at each of the grades in each of the units are comparable as described below.

For the Pass/Grade E, the group agreed that similar levels of performance are required. For example, candidates for each unit are required to be able to:

- Carry out research using a limited range of resources
- Demonstrate some ability to extract information from appropriate sources
- Use basic terminology to discuss relevant legislation
- Demonstrate some application of theory to practice

For the Merit/Grade C, the group again agreed that similar levels of performance are required. For example, candidates for each unit are required to be able to:

- Use a range of research skills
- Apply theory to practice
- Use a range of examples to illustrate the importance of good employee relations
- Make informed judgements about the roles and responsibilities of all parties involved in industrial relations, based on analysis and evaluation of relevant information

For the Distinction/Grade A, the group agreed once more that similar levels of performance are required. For example, candidates for each unit are required to be able to:

- Carry out detailed research
- Apply theory to practice in a range of contexts
- Recommend alternative courses of action, based on detailed analysis and supported by well substantiated justifications

Having examined the level of performance required by the grade descriptors for both pairs of units, the group felt able confidently to conclude that, at the level of a unit, the standards of assessment for the two sets of awards at each of the Pass/Grade E, Merit/Grade C and Distinction/Grade A are comparable.

The Health and Social Care Group

Group members compared the levels of performance in the two pairs of units from the previous exercise. They were assisted in this exercise by the preparatory work completed by the OCR Chief Co-ordinator who had constructed tables for each grade for each pair of units based on the main points from each award's grade descriptors and the assessment criteria from the AQA assessment evidence grids.

Comparison 1

AQA Unit 1 – Equal Opportunities and Clients' Rights
OCR Unit 1 – Working to quality practice in care settings

Table 4: Extracts from grade descriptors and AQA assessment criteria

AQA Unit 1: Equal opportunities and clients' rights	OCR Unit 1: Working to quality practice
AQA Grade E	**OCR Pass**
• describe effects of discrimination	• basic understanding of effects of discrimination
• draw conclusions about the effects of discrimination	• make connections and organise information
• basic awareness of policies, codes of practice, legislation • provide examples	• limited understanding of policies, codes of practice, legislation • provide examples of two pieces of legislation, one code of practice and two policies making limited connections between theory and practice
• basic awareness of clients' rights particularly confidentiality	• candidates identify three rights service users have and use information to give ways that service users can be supported to exercise those rights, including a limited definition of confidentiality
• observe practice in care settings and discuss issues… explain the principle of non-discriminatory practice	• when preparing to conduct a survey to investigate how a care setting maintains quality practice, candidates produce a basic plan (as specified in Assessment Objective 6). • the practical task of conducting the survey is completed at a basic level with ongoing support. • candidates demonstrate a limited understanding of key concepts. The findings from the survey are accurately presented but there is limited evidence of analysis. Conclusions are drawn at a basic level but cover all aspects specified in Assessment Objective 6.

AQA Grade C	OCR Merit
• assess the different ways in which discriminatory practice can affect clients' well-being	• describe in detail the effects of discrimination
• evaluate differences between support that provides information only and support that attempts to change attitudes	• show a sound level of understanding of how tensions can arise between rights and responsibilities in care settings making significant connections to give practical examples of how balance can be maintained
• analyse how an organisation may support workers in promoting clients' rights and evaluate the difference between the types of support • analytical skills by examining how the setting supports workers in promoting clients' rights	• explain in detail ways that service users should be supported to exercise their rights • a detailed appreciation of being able to make connections between a care workers' or a service users own prejudices and beliefs and their actions
• explain why users of care services may be particularly vulnerable to infringement of their rights • analyse the benefits to clients of any day-to-day practice or procedures that have been put in place as a result of a code of practice or a charter of rights • analyse examples of procedures established by care settings to promote quality practice • students should not just describe informal, variable practices by individuals, but formal practices implemented by care settings • students should understand that service users are particularly vunerable to infringement of their rights	• show a sound understanding when reviewing two policies, one codes of practice, two pieces of legislation • make significant connections between theory and practice to show how quality practice is maintained in care settings • use primary and secondary sources of information to describe in detail sources of support for care workers
	• give an accurate definition of confidentiality • show a sound understanding of care workers responsibilities when handling confidential information, specifically discussing when disclosure is necessary
	• when preparing to conduct a survey to investigate how a care setting maintains quality practice, candidates produce a detailed plan (as specified in Assessment Objective 6). Some reasons for the proposed actions are given. • the practical task of conducting the survey is completed with competence and sensitivity and without support. • candidates demonstrate a sound level of understanding of key concepts. The findings from the survey are accurately presented and are detailed. There is evidence of analysis and candidates show the ability to make informed judgements, synthesising primary and secondary information. • conclusions are drawn and these cover all aspects specified in Assessment Objective 6.

AQA Grade A	OCR Distinction
• evaluate the effectiveness of equal opportunities legislation in influencing care workers' attitudes and behaviour • Candidates need to review key equal opportunities legislation and evaluate the effectiveness of each piece of legislation in influencing care workers' attitudes and behaviour • Students may find that legislation in general does not have much effect on attitudes and behaviour, but it is not enough here for students to conclude with that observation. They must be able to explain for each piece of legislation identified, why it may be ineffective, and how sometimes, enforcement can reinforce discriminatory practice by alienating those whose behaviour and attitudes should change. This is a sophisticated area of discussion and students should show they understand the complexities involved	• candidates give a comprehensive and detailed account when reviewing how legislation, codes of practice and policies are used to promote equal opportunities in care settings . They describe in detail, the key features of two pieces of legislation, a code of practice and two policies that are used to promote equal opportunities. • significant connections are made between theory and the application of legislation, codes of practice and policies with a wide range of examples being given from primary and secondary sources. There is evidence of synthesis within the work. Technical terminology is used.
	• candidates show a high level of understanding of the origins of discrimination, the types of discrimination and the effect of discrimination on service users
	• candidates explain three rights service users have and use information to give a comprehensive account of ways that service users can be supported to exercise those rights • show a high level of understanding of how tensions can arise between rights and responsibilities in care settings. They use primary and secondary information to make significant connections when giving practical examples of how balance can be maintained
• Explain how care workers can improve practice in promoting equal opportunities and clients' rights, using sources of information and support to give examples	• give a comprehensive account of the ways that service users should be supported to exercise their rights • They show an in-depth appreciation, being able to make significant connections between a care workers' or a service users own prejudices and beliefs and their actions
• Identify and justify the sources of information and support you use	• candidates organise information effectively to give a comprehensive account of organisational practice and formal and informal structures to promote equality and diversity.
	• give an accurate definition of confidentiality • show a sound understanding of care workers responsibilities when handling confidential information, specifically discussing when disclosure is necessary
	When preparing to conduct a survey to investigate how a care setting maintains quality practice: • candidates produce a detailed plan (as specified in Assessment Objective 6). • Reasons for the proposed actions are given. • The practical task of conducting the survey is completed with confidence, competence and sensitivity and without support. • Candidates provide a comprehensive account to show understanding of key concepts. The findings from the survey are accurately presented and are detailed. There is evidence of in-depth analysis and candidates show the ability to make informed, reasoned, judgements, synthesising primary and secondary information. • In-depth conclusions are drawn and these cover all aspects specified in Assessment Objective 6.

For the Pass/Grade E, the group agreed that similar levels of performance are required. For example, candidates for each unit are required to be able to:

• Carry out research using a limited range of sources
• Demonstrate some ability to extract information from appropriate sources
• Demonstrate some application of theory to practice
• Organise information and draw some conclusions
• Use observations skills in care settings

Possible additional demands in OCR Unit 1 were discussed. For example, planning is not assessed explicitly in AVCE Unit 1 (reflecting the differences in the approach of the two awards) but is assessed in other units (e.g. Units 9 and 10) and the planning demands at this grade are similar. The limited analysis demanded for a Pass in OCR Unit 1 was seen to be equivalent to the reasoned conclusions in the AVCE assessment criteria.

For the Merit/Grade C, the group agreed that similar levels of performance are required. For example, candidates for each unit are required to be able to:

- Use a range of research skills
- Extract relevant information from primary and secondary sources
- Explain, analyse and organise information effectively, drawing sound conclusions
- Apply theory to practice, showing a sound level of understanding of key concepts
- Present information accurately, using relevant examples
- Observe and ask appropriate questions in contacts with care settings

Possible additional demands in OCR Unit 1 were discussed. For example, planning is not assessed explicitly in AVCE Unit 1 (reflecting the differences in the approach of the two awards) but is assessed in other units (e.g. Unit 6) and the planning demands at this grade are similar. Making informed judgements demanded at Merit grade in OCR Unit 1 was seen to be equivalent to the analysis of benefits required in the AVCE Unit 1. The synthesising required in the OCR Unit 1 was felt to be an ill-judged use of the word (blending would be more appropriate at Merit grade and would be encapsulated by the analytical skills required on the AVCE at C grade).

For the Distinction/Grade A, the group agreed that similar levels of performance are required. For example, candidates for each unit are required to be able to:

- Use high level research skills
- Extract relevant information from primary and secondary sources
- Explain, analyse in detail and evaluate information
- Organise and present complex information, from a variety of sources, effectively and accurately
- Apply theory to practice, showing a high level of understanding of key concepts
- Draw reasoned, informed conclusions
- Observe and ask appropriate questions in contacts with care settings.

Possible additional demands in OCR Unit 1 were discussed. For example, planning was not assessed explicitly in this unit in AVCE Unit 1 (reflecting the differences in the approach of the two awards) but was in other units (e.g. Unit 6) and the planning demands at this grade were similar. The ability to synthesize was explicitly required OCR Unit 1 but was implicit in AVCE Unit 1 Grade A assessment criteria.

Comparison 2

AQA Unit 17 – Behavioural Psychology
OCR Unit 10 – Behavioural Psychology in Health, Social Care and Early Years settings

A similar exercise was conducted for this pair of units and the group agreed that the levels of performance were comparable across the two units. The results are not reported here, for the sake of brevity.

In both comparisons the AQA AVCE descriptions of performance at each grade tended to be much shorter and more general than those of the OCR Nationals. Performance on an

examination can be described in this general way as the range of responses is known and the examination is not tied to a specific task. In the OCR Nationals the descriptions of performance at each grade were rather more prescriptive and related to a specific task.

The increments from Pass to Merit to Distinction were discussed in relation to the equivalent steps from E to C to A and a table of equivalences was drawn up (see Table 5). This was then checked against the OCR set and marked assignment grid for a third unit (OCR Unit 2: Working with service users in care settings).

Table 5: Summary description of knowledge and skills at each grade level

	AQA AVCE		OCR Nationals	Example from OCR Unit 2
E	Awareness, description, identification, explanation	Pass	Understanding, basic/limited connections	Describe at a basic level four factors… Simple connections are made… Basic understanding…
C	Assessment, analysis, interpretation, combination	Merit	Sound understanding, significant links,	Describe in detail four factors… Firm connections… Sound level of understanding…
A	Evaluation, synthesis	Distinction	Wide perspective/range of sources, evaluation, synthesis, detailed appreciation	Describe in detail the factors … Reasoned connections… High level of understanding

Summary of Expert Group views

Comparative size of the awards

Following these exercises, the full Expert Group reconvened and compared notes. Both groups had agreed that the size of the pairs of units they had examined were comparable. The Expert Group, therefore, concluded that the evidence from these exercises supported the evidence from the comparison of study hours, and corroborated their earlier view that the two sets of awards are equivalent in size.

Comparative levels of performance

Both groups agreed that the levels of attainment (E/Pass, C/Merit and A/Distinction) were comparable **at the unit level**.

Aligning the grades

The Expert Group had agreed that at the unit level an OCR Pass aligns with an AVCE Grade E, a Merit with Grade C and a Distinction with Grade A. However, a difficulty now emerged as a result of a modelling exercise that compared the outcomes of combining different unit scores to achieve overall qualification grades. In both sets of awards the grade for the award is derived from the unit grades via an allocation of points to each grade as shown in Table 6.

Table 6: Unit grade points

AVCE	Unit grade	UMS	OCR	Unit grade	Points
	A	80 – 100		D	3
	B	70 – 79			
	C	60 – 69		M	2
	D	50 – 59			
	E	40 – 49		P	1
	U	0 - 39			

A simple addition of the points awarded to each unit then gives the grades for the award, as shown in Table 7 for a six unit award (AVCE, OCR National Certificate). In the OCR Nationals each unit of the six unit award has to be passed (there is no compensation) for the qualification to be awarded. In the AVCE, it is theoretically possible to fail up to three units and still have enough points to achieve the qualification.

Table 7: Calculation of overall qualification grades

AVCE	Total points	Qualification grade	OCR	Total points	Qualification grade
	480 - 600	A		14 – 18	D
	420 – 479	B			
	360 - 419	C		10 - 13	M
	300 - 359	D			
	240 - 299	E		6 – 9	P
	0 - 239	U			

The OCR representatives were asked about the basis of the allocation of points to grades. In particular, the rationale for the seemingly anomalous four Pass and two Merit (8 points) gives a Pass, whereas four Merit and two Distinction (14 points) gives a Distinction. Other examples included PPPMMM → (9 points) P, PPPPMD → (9 points) P, whereas MMMDDD → (15 points) D, DDDMMP → (14 points) D.

The OCR representatives agreed to follow this up and report back to the group.

The following information was subsequently supplied by OCR.

Aggregation of points

Although the overall grade awarded for individual units works on a best fit ethos, OCR decided that the aggregated grade for the qualifications should be decided using a points system as it is impossible to use a best fit ethos with large numbers of units and permutations of those units.

Firstly, suitable boundary points using judgement and comparison with other awarding bodies were agreed. Secondly, mean point scores (mps) were derived from these boundary points that could be used across all qualifications to ensure consistency when deciding on the aggregated grade.

National Certificate
Pass   1.00 (mps) (6 x 1 = 6 points)
Merit   1.67 (mps) (6 x 1.67 = 10 points)
Distinction   2.33 (mps) (6 x 2.33 = 14 points)

These mean point scores are the same scores used to arrive at the grade boundaries for the 12 unit and 18 unit qualifications.

National Diploma
Pass   1.00 (mps) (12 x 1 = 12 points)
Merit   1.67 (mps) (12 x 1.67 = 20 points)
Distinction   2.33 (mps) (12 x 2.33 = 28 points)

National Diploma
Pass   1.00 (mps) (18 x 1 = 18 points)
Merit   1.67 (mps) (18 x 1.67 = 30 points)
Distinction   2.33 (mps) (18 x 2.33 = 42 points)

The boundaries set within the points based system take account of the fact that all candidates must meet ALL assessment objectives and that compensation does not apply at unit level.

The Group was presented with a number of examples of possible results – for each combination of P, M and D in the OCR six unit award, an equivalent was proposed from the AVCE, using the unit equivalence P/E, M/C, D/A, as follows:

Example 1

A candidate achieving around the middle mark for grades E, C and A (45, 65, 85 UMS)

	OCR Nationals Unit						Points						Total		AVCE Unit						Marks						Total
	1	2	3	4	5	6	1	2	3	4	5	6			1	2	3	4	5	6	1	2	3	4	5	6	
P	P	P	P	P	P	P	1	1	1	1	1	1	6	E	E	E	E	E	E	E	45	45	45	45	45	45	270
	P	P	P	P	P	M	1	1	1	1	1	2	7		E	E	E	E	E	C	45	45	45	45	45	65	290
	P	P	P	P	M	M	1	1	1	1	2	2	8	D	E	E	E	E	C	C	45	45	45	45	65	65	310
	D	P	P	P	P	P	3	1	1	1	1	1	8		A	E	E	E	E	E	85	45	45	45	45	45	310
	P	P	P	M	M	M	1	1	1	2	2	2	9		E	E	E	C	C	C	45	45	45	65	65	65	330
	D	P	P	P	P	M	3	1	1	1	1	2	9		A	E	E	E	E	C	85	45	45	45	45	65	330
M	P	P	M	M	M	M	1	1	2	2	2	2	10		E	E	C	C	C	C	45	45	65	65	65	65	350
	D	D	P	P	P	P	3	3	1	1	1	1	10		A	A	E	E	E	E	85	85	45	45	45	45	350
	D	P	P	P	M	M	3	1	1	1	2	2	10		A	E	E	E	C	C	85	45	45	45	65	65	350
	P	M	M	M	M	M	1	2	2	2	2	2	11	C	E	C	C	C	C	C	45	65	65	65	65	65	370
	D	D	P	P	P	M	3	3	1	1	1	2	11		A	A	E	E	E	C	85	85	45	45	45	65	370
	D	P	P	M	M	M	3	1	1	2	2	2	11		A	E	E	C	C	C	85	45	45	65	65	65	370
	M	M	M	M	M	M	2	2	2	2	2	2	12		C	C	C	C	C	C	65	65	65	65	65	65	390
	D	D	D	P	P	P	3	3	3	1	1	1	12		A	A	A	E	E	E	85	85	85	45	45	45	390
	D	P	M	M	M	M	3	1	2	2	2	2	12		A	E	C	C	C	C	85	45	65	65	65	65	390
	D	D	P	M	M	M	3	3	1	1	2	2	12		A	A	E	E	C	C	85	85	45	45	65	65	390
	M	M	M	M	M	D	2	2	2	2	2	3	13		C	C	C	C	C	A	65	65	65	65	65	85	410
	D	D	D	P	P	M	3	3	3	1	1	2	13		A	A	A	E	E	C	85	85	85	45	45	65	410
	D	D	P	M	M	M	3	3	1	2	2	2	13		A	A	E	C	C	C	85	85	45	65	65	65	410
D	M	M	M	M	D	D	2	2	2	2	3	3	14	B	C	C	C	C	A	A	65	65	65	65	85	85	430
	D	D	D	D	P	P	3	3	3	3	1	1	14		A	A	A	A	E	E	85	85	85	85	45	45	430
	D	D	D	P	M	M	3	3	3	1	2	2	14		A	A	A	E	C	C	85	85	85	45	65	65	430
	M	M	M	D	D	D	2	2	2	3	3	3	15		C	C	C	A	A	A	65	65	65	85	85	85	450
	D	D	D	D	P	M	3	3	3	3	1	2	15		A	A	A	A	E	C	85	85	85	85	45	65	450
	M	M	D	D	D	D	2	2	3	3	3	3	16		C	C	A	A	A	A	65	65	85	85	85	85	470
	D	D	D	D	D	P	3	3	3	3	3	1	16		A	A	A	A	A	E	85	85	85	85	85	45	470
	M	D	D	D	D	D	2	3	3	3	3	3	17	A	C	A	A	A	A	A	65	85	85	85	85	85	490
	D	D	D	D	D	D	3	3	3	3	3	3	18		A	A	A	A	A	A	85	85	85	85	85	85	510

Here, at the level of the six unit award, Distinction aligns with grades A and B, and Pass with grade E and the lower half of grade D.

Example 2

A candidate achieving the minimum mark for grades E, C and A (40, 60, 80 UMS)

OCR Nationals

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Points 1	Points 2	Points 3	Points 4	Points 5	Points 6	Total
P	P	P	P	P	P	P	1	1	1	1	1	1	6
	P	P	P	P	P	M	1	1	1	1	1	2	7
	P	P	P	P	M	M	1	1	1	1	2	2	8
	D	P	P	P	P	P	3	1	1	1	1	1	8
	P	P	P	M	M	M	1	1	1	2	2	2	9
	D	P	P	P	P	M	3	1	1	1	1	2	9
M	P	P	M	M	M	M	1	1	2	2	2	2	10
	D	D	P	P	P	P	3	3	1	1	1	1	10
	D	P	P	P	M	M	3	1	1	1	2	2	10
	P	M	M	M	M	M	1	2	2	2	2	2	11
	D	D	P	P	P	M	3	3	1	1	1	2	11
	D	P	P	M	M	M	3	1	1	2	2	2	11
	M	M	M	M	M	M	2	2	2	2	2	2	12
	D	D	D	P	P	P	3	3	3	1	1	1	12
	D	P	M	M	M	M	3	1	2	2	2	2	12
	D	D	P	P	M	M	3	3	1	1	2	2	12
	M	M	M	M	M	D	2	2	2	2	2	3	13
	D	D	D	P	P	M	3	3	3	1	1	2	13
	D	D	P	M	M	M	3	3	1	2	2	2	13
D	M	M	M	M	D	D	2	2	2	2	3	3	14
	D	D	D	D	P	P	3	3	3	3	1	1	14
	D	D	D	P	M	M	3	3	3	1	2	2	14
	M	M	M	D	D	D	2	2	2	3	3	3	15
	D	D	D	D	P	M	3	3	3	3	1	2	15
	M	M	D	D	D	D	2	2	3	3	3	3	16
	D	D	D	D	D	P	3	3	3	3	3	1	16
	M	D	D	D	D	D	2	3	3	3	3	3	17
	D	D	D	D	D	D	3	3	3	3	3	3	18

AVCE

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Marks 1	Marks 2	Marks 3	Marks 4	Marks 5	Marks 6	Total
E	E	E	E	E	E	E	40	40	40	40	40	40	240
	E	E	E	E	E	C	40	40	40	40	40	60	260
	E	E	E	E	C	C	40	40	40	40	60	60	280
	A	E	E	E	E	E	80	40	40	40	40	40	280
D	E	E	E	C	C	C	40	40	40	60	60	60	300
	A	E	E	E	E	C	80	40	40	40	40	60	300
	E	E	C	C	C	C	40	40	60	60	60	60	320
	A	A	E	E	E	E	80	80	40	40	40	40	320
	A	E	E	E	C	C	80	40	40	40	60	60	320
	E	C	C	C	C	C	40	60	60	60	60	60	340
	A	A	E	E	E	C	80	80	40	40	40	60	340
	A	E	E	C	C	C	80	40	40	60	60	60	340
C	C	C	C	C	C	C	60	60	60	60	60	60	360
	A	A	A	E	E	E	80	80	80	40	40	40	360
	A	E	C	C	C	C	80	40	60	60	60	60	360
	A	A	E	E	C	C	80	80	40	40	60	60	360
	C	C	C	C	C	A	60	60	60	60	60	80	380
	A	A	A	E	E	C	80	80	80	40	40	60	380
	A	A	E	C	C	C	80	80	40	60	60	60	380
	C	C	C	C	A	A	60	60	60	60	80	80	400
	A	A	A	A	E	E	80	80	80	80	40	40	400
	A	A	A	E	C	C	80	80	80	40	60	60	400
B	C	C	C	A	A	A	60	60	60	80	80	80	420
	A	A	A	A	E	C	80	80	80	80	40	60	420
	C	C	A	A	A	A	60	60	80	80	80	80	440
	A	A	A	A	A	E	80	80	80	80	80	40	440
	C	A	A	A	A	A	60	80	80	80	80	80	460
A	A	A	A	A	A	A	80	80	80	80	80	80	480

Here, at the level of the six unit award, Distinction aligns with grades A and B and the upper part of grade C, and Pass with grade E and the lower part of grade D.

Example 3

A candidate achieving the maximum mark for grades E, C and A (49, 69, 100 UMS)

OCR Nationals

Grade	U1	U2	U3	U4	U5	U6	P1	P2	P3	P4	P5	P6	Total
P	P	P	P	P	P	P	1	1	1	1	1	1	6
	P	P	P	P	P	M	1	1	1	1	1	2	7
	P	P	P	P	M	M	1	1	1	1	2	2	8
	D	P	P	P	P	P	3	1	1	1	1	1	8
	P	P	P	M	M	M	1	1	1	2	2	2	9
	D	P	P	P	P	M	3	1	1	1	1	2	9
M	P	P	M	M	M	M	1	1	2	2	2	2	10
	D	D	P	P	P	P	3	3	1	1	1	1	10
	D	P	P	P	M	M	3	1	1	1	2	2	10
	P	M	M	M	M	M	1	2	2	2	2	2	11
	D	D	P	P	P	M	3	3	1	1	1	2	11
	D	P	P	M	M	M	3	1	1	2	2	2	11
	M	M	M	M	M	M	2	2	2	2	2	2	12
	D	D	D	P	P	P	3	3	3	1	1	1	12
	D	P	M	M	M	M	3	1	2	2	2	2	12
	D	D	P	P	M	M	3	3	1	1	2	2	12
	M	M	M	M	M	D	2	2	2	2	2	3	13
	D	D	D	P	P	M	3	3	3	1	1	2	13
	D	D	P	M	M	M	3	3	1	2	2	2	13
D	M	M	M	M	D	D	2	2	2	2	3	3	14
	D	D	D	D	P	P	3	3	3	3	1	1	14
	D	D	D	P	M	M	3	3	3	1	2	2	14
	M	M	M	D	D	D	2	2	2	3	3	3	15
	D	D	D	D	P	M	3	3	3	3	1	2	15
	M	M	D	D	D	D	2	2	3	3	3	3	16
	D	D	D	D	D	P	3	3	3	3	3	1	16
	M	D	D	D	D	D	2	3	3	3	3	3	17
	D	D	D	D	D	D	3	3	3	3	3	3	18

AVCE

Grade	U1	U2	U3	U4	U5	U6	M1	M2	M3	M4	M5	M6	Total
E	E	E	E	E	E	E	49	49	49	49	49	49	294
D	E	E	E	E	E	C	49	49	49	49	49	69	314
	E	E	E	E	C	C	49	49	49	49	69	69	334
	A	E	E	E	E	E	100	49	49	49	49	49	345
	E	E	E	C	C	C	49	49	49	69	69	69	354
C	A	E	E	E	E	C	100	49	49	49	49	69	365
	E	E	C	C	C	C	49	49	69	69	69	69	374
	A	A	E	E	E	E	100	100	49	49	49	49	396
	A	E	E	E	C	C	100	49	49	49	69	69	385
	E	C	C	C	C	C	49	69	69	69	69	69	394
	A	A	E	E	E	C	100	100	49	49	49	69	416
	A	E	E	C	C	C	100	49	49	69	69	69	405
	C	C	C	C	C	C	69	69	69	69	69	69	414
B	A	A	A	E	E	E	100	100	100	49	49	49	447
	A	E	C	C	C	C	100	49	69	69	69	69	425
	A	A	E	E	C	C	100	100	49	49	69	69	436
	C	C	C	C	C	A	69	69	69	69	69	100	445
	A	A	A	E	E	C	100	100	100	49	49	69	467
	A	A	E	C	C	C	100	100	49	69	69	69	456
	C	C	C	C	A	A	69	69	69	69	100	100	476
A	A	A	A	A	E	E	100	100	100	100	49	49	498
	A	A	A	E	C	C	100	100	100	49	69	69	487
	C	C	C	A	A	A	69	69	69	100	100	100	507
	A	A	A	A	E	C	100	100	100	100	49	69	518
	C	C	A	A	A	A	69	69	100	100	100	100	538
	A	A	A	A	A	E	100	100	100	100	100	49	549
	C	A	A	A	A	A	69	100	100	100	100	100	569
	A	A	A	A	A	A	100	100	100	100	100	100	600

Here, at the level of the six unit award, Distinction aligns with grade A and the very top of grade B, and Pass with grades E and D and the lowest of grade C.

Example 1 was seen to be the most useful representation of candidate performance. Given the equivalence of Distinction and grade A at the level of a unit, it was felt that Distinction at the level of an award should receive the same number of UCAS tariff points as AVCE grade A. This would give 120 points to candidates achieving Distinction. Following Example 1, there were concerns that this gave unfair advantage to those at the lower end of Distinction whose combination of unit points put them on a par with AVCE grade B (who would get 100 UTPs).

At the other end of the scale, those at the upper end of Pass would be dealt a disservice being awarded 40 UTPs when their equivalent performance on the AVCE merited a grade D and thus 60 UTPs.

The concerns remain as we consider the 12 and 18 unit awards in the OCR Nationals as the points are doubled and tripled. It was agreed that the problems arose because of the structure of the awards with the over-representation of achievement at the top end (eg MMMMDD = D) and the under-representation of achievement at the lower end (eg PPPMMM = P), and the difficulties associated with aligning three grades with five grades.

A straightforward alignment of Distinction/A, Merit/C and Pass/E at the level of award based on the equivalence found at the level of the unit would lead to the allocation of UTPs as follows:

Grade	UTPs		
	Certificate	Diploma	Extended Diploma
Pass	40	80	120
Merit	80	160	240
Distinction	120	240	360

It was agreed that the implications of this would be investigated by looking at the scores achieved in the AVCEs, and the offers made by HEIs to applicants, over the last two years. Further information about results so far in the OCR Nationals was also requested to aid the investigation.

The grade distributions for the AVCE six and twelve unit awards for 2003 and 2004 (provisional) are shown in Table 8.

Table 8: AVCE grade distributions

	AVCE six unit award						
2003	n	A	B	C	D	E	U
Business	2233	197	353	547	574	375	188
	%	8.8	15.8	24.5	25.7	16.8	8.4
Health & Social Care	1809	141	277	429	421	362	179
	%	7.8	15.3	23.7	23.3	20.0	9.9
2004	n	A	B	C	D	E	U
Business	2620	257	445	647	694	398	178
	%	9.8	17.0	24.7	26.5	15.2	6.8
Health & Social Care	2114	144	307	497	529	406	233
	%	6.8	14.5	23.5	25.0	19.2	11.0

	AVCE twelve unit award									
2003	n	AA	AB	BB	BC	CC	CD	DD	DE	EE	U
Business	1348	80	73	113	159	224	170	185	159	113	73
	%	5.9	5.4	8.4	11.8	16.6	12.6	13.7	11.8	8.4	5.4
Health & Social Care	1324	65	85	126	156	181	187	179	156	107	82
	%	4.9	6.4	9.5	11.8	13.7	14.1	13.5	11.8	8.1	6.2
2004	n	AA	AB	BB	BC	CC	CD	DD	DE	EE	U
Business	1602	83	107	139	184	244	235	272	114	131	91
	%	5.2	6.7	8.7	11.5	15.2	14.7	17	7.1	8.2	5.7
Health & Social Care	1320	70	87	116	144	186	178	191	180	98	70
	%	5.3	6.6	8.8	10.9	14.1	13.5	14.5	13.6	7.4	5.3

In 2003, 353 AVCE Business and 277 AVCE Health and Social Care candidates were awarded grade B (445 and 307 respectively in 2004). Following Example 1, these are the candidates who could be disadvantaged (by getting 100 UTPs) in comparison with their 'equivalent' OCR National Certificate candidates who gained Distinction (and thus 120 UTPs).

Without knowing the UMS for the AVCE candidates it is difficult to say how many of the candidates awarded grade D (60 UTPs) would be given an advantage in a comparison with OCR National Certificate candidates awarded Pass (40 UTPs) but a consideration of the distribution of grades E, D and C suggests it might be 40% for Business and about 45% for Health and Social Care (230 and 190 candidates respectively in 2003 and 260 and 240 candidates respectively in 2004).

Such numbers become even more difficult to predict in the twelve unit awards (AQA Double AVCE and OCR National Diploma) but a sample of possible combinations is given in Example 4

Example 4

OCR Nationals

Columns 1–12 under **Unit**, columns 1–12 under **Points**, then **Total**.

	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	Total
P	P	P	P	P	P	P	P	P	P	P	P	P	1	1	1	1	1	1	1	1	1	1	1	1	12
	D	P	P	P	P	P	P	P	P	P	P	P	3	1	1	1	1	1	1	1	1	1	1	1	14
	D	D	P	P	P	P	P	P	P	P	P	P	3	3	1	1	1	1	1	1	1	1	1	1	16
	D	D	D	P	P	P	P	P	P	P	P	P	3	3	3	1	1	1	1	1	1	1	1	1	18
	P	P	P	P	P	M	M	M	M	M	M	M	1	1	1	1	1	2	2	2	2	2	2	2	19
M	P	P	P	P	M	M	M	M	M	M	M	M	1	1	1	1	2	2	2	2	2	2	2	2	20
	D	D	D	D	P	P	P	P	P	P	P	P	3	3	3	3	1	1	1	1	1	1	1	1	20
	P	P	P	M	M	M	M	M	M	M	M	M	1	1	1	2	2	2	2	2	2	2	2	2	21
	D	P	P	P	P	M	M	M	M	M	M	M	3	1	1	1	1	2	2	2	2	2	2	2	21
	P	P	M	M	M	M	M	M	M	M	M	M	1	1	2	2	2	2	2	2	2	2	2	2	22
	D	P	P	P	M	M	M	M	M	M	M	M	3	1	1	1	2	2	2	2	2	2	2	2	22
	D	D	D	D	D	P	P	P	P	P	P	P	3	3	3	3	3	1	1	1	1	1	1	1	22
	P	M	M	M	M	M	M	M	M	M	M	M	1	2	2	2	2	2	2	2	2	2	2	2	23
	D	P	P	M	M	M	M	M	M	M	M	M	3	1	1	2	2	2	2	2	2	2	2	2	23
	D	D	P	P	P	M	M	M	M	M	M	M	3	3	1	1	1	2	2	2	2	2	2	2	23
	M	M	M	M	M	M	M	M	M	M	M	M	2	2	2	2	2	2	2	2	2	2	2	2	24
	D	P	M	M	M	M	M	M	M	M	M	M	3	1	2	2	2	2	2	2	2	2	2	2	24
	D	D	P	P	M	M	M	M	M	M	M	M	3	3	1	1	2	2	2	2	2	2	2	2	24
	D	D	D	P	P	M	M	M	M	M	M	M	3	3	3	1	1	2	2	2	2	2	2	2	25
	D	D	P	M	M	M	M	M	M	M	M	M	3	3	1	2	2	2	2	2	2	2	2	2	25
	D	D	D	P	M	M	M	M	M	M	M	M	3	3	3	1	2	2	2	2	2	2	2	2	26
	D	D	D	D	P	M	M	M	M	M	M	M	3	3	3	3	1	2	2	2	2	2	2	2	27
D	M	M	M	M	M	D	D	D	D	D	D	D	2	2	2	2	2	3	3	3	3	3	3	3	31
	M	M	M	M	D	D	D	D	D	D	D	D	2	2	2	2	3	3	3	3	3	3	3	3	32
	M	M	M	D	D	D	D	D	D	D	D	D	2	2	2	3	3	3	3	3	3	3	3	3	33
	M	M	D	D	D	D	D	D	D	D	D	D	2	2	3	3	3	3	3	3	3	3	3	3	34
	M	D	D	D	D	D	D	D	D	D	D	D	2	3	3	3	3	3	3	3	3	3	3	3	35
	D	D	D	D	D	D	D	D	D	D	D	D	3	3	3	3	3	3	3	3	3	3	3	3	36

AVCE Example 1 P=E, M=C, D=A (45, 65, 85 marks) MIDDLING

Columns 1–12 under **Unit**, columns 1–12 under **UMS**, then **Total**.

	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	Total
EE																									
DE	E	E	E	E	E	E	E	E	E	E	E	E	45	45	45	45	45	45	45	45	45	45	45	45	540
	A	E	E	E	E	E	E	E	E	E	E	E	85	45	45	45	45	45	45	45	45	45	45	45	580
DD	A	A	E	E	E	E	E	E	E	E	E	E	85	85	45	45	45	45	45	45	45	45	45	45	620
CD	A	A	A	E	E	E	E	E	E	E	E	E	85	85	85	45	45	45	45	45	45	45	45	45	660
	E	E	E	E	E	C	C	C	C	C	C	C	45	45	45	45	45	65	65	65	65	65	65	65	680
	E	E	E	E	C	C	C	C	C	C	C	C	45	45	45	45	65	65	65	65	65	65	65	65	700
	A	A	A	A	E	E	E	E	E	E	E	E	85	85	85	85	45	45	45	45	45	45	45	45	700
CC	E	E	E	C	C	C	C	C	C	C	C	C	45	45	45	65	65	65	65	65	65	65	65	65	720
	A	E	E	E	E	C	C	C	C	C	C	C	85	45	45	45	45	65	65	65	65	65	65	65	720
	E	E	C	C	C	C	C	C	C	C	C	C	45	45	65	65	65	65	65	65	65	65	65	65	740
	A	E	E	E	C	C	C	C	C	C	C	C	85	45	45	45	65	65	65	65	65	65	65	65	740
	A	A	A	A	A	E	E	E	E	E	E	E	85	85	85	85	85	45	45	45	45	45	45	45	740
	E	C	C	C	C	C	C	C	C	C	C	C	45	65	65	65	65	65	65	65	65	65	65	65	760
	A	E	E	C	C	C	C	C	C	C	C	C	85	45	45	65	65	65	65	65	65	65	65	65	760
	A	A	E	E	E	C	C	C	C	C	C	C	85	85	45	45	45	65	65	65	65	65	65	65	760
BC	C	C	C	C	C	C	C	C	C	C	C	C	65	65	65	65	65	65	65	65	65	65	65	65	780
	A	E	C	C	C	C	C	C	C	C	C	C	85	45	65	65	65	65	65	65	65	65	65	65	780
	A	A	E	E	C	C	C	C	C	C	C	C	85	85	45	45	65	65	65	65	65	65	65	65	780
	A	A	A	E	E	C	C	C	C	C	C	C	85	85	85	45	45	65	65	65	65	65	65	65	800
	A	A	E	C	C	C	C	C	C	C	C	C	85	85	45	65	65	65	65	65	65	65	65	65	800
	A	A	A	E	C	C	C	C	C	C	C	C	85	85	85	45	65	65	65	65	65	65	65	65	820
BB	A	A	A	A	E	C	C	C	C	C	C	C	85	85	85	85	45	65	65	65	65	65	65	65	840
AB	C	C	C	C	C	A	A	A	A	A	A	A	65	65	65	65	65	85	85	85	85	85	85	85	920
	C	C	C	C	A	A	A	A	A	A	A	A	65	65	65	65	85	85	85	85	85	85	85	85	940
AA	C	C	C	A	A	A	A	A	A	A	A	A	65	65	65	85	85	85	85	85	85	85	85	85	960
	C	C	A	A	A	A	A	A	A	A	A	A	65	65	85	85	85	85	85	85	85	85	85	85	980
	C	A	A	A	A	A	A	A	A	A	A	A	65	85	85	85	85	85	85	85	85	85	85	85	1000
	A	A	A	A	A	A	A	A	A	A	A	A	85	85	85	85	85	85	85	85	85	85	85	85	1020

Allocating UCAS Tariff Points to Units

The very wide degree of overlap we can see in the alignment of the AVCE and OCR grades in Examples 1 to 3 on the previous pages suggests that it would not be satisfactory, for the purposes of HE admission, to award UCAS Tariff points to the overall grades of the OCR awards. This would run a severe risk of not enabling HE admissions tutors to make fair comparisons between OCR and other candidates. An alternative suggestion would be to allocate UCAS tariff points to unit grades in the OCR (where there is agreement about the alignment of the OCR and AVCE grades) as shown in Table 9, and then aggregate these UCAS Tariff points to provide a tariff score for the overall qualification.

Table 9: UCAS Tariff Points allocated to a six unit AVCE at grades A, C, E and the equivalent Tariff points at the unit level for both the AVCE and the OCR certificate.

AVCE Award	AVCE Unit	OCR Unit grade
A = 120	A = 20	Distinction = 20
C = 80	C = 13.3	Merit = 13.3
E = 40	E = 6.7	Pass = 6.7

Using the equivalencies in Table 9, Table 10 overleaf shows the reworking of Example 1 on P19. Anomalies still remain. Candidates achieving PPPPMM in the OCR should, according to Example 1, be classified as a Grade D candidate in the AVCE and so be awarded 60 UCAS Tariff Points. In fact they receive 53 (rounded to 55) under the unit allocation scheme proposed above.

Similarly, those achieving PMMMMM in the OCR align with bottom of a Grade C in the AVCE, i.e. 80 UCAS Tariff Points, but only receive 75 UCAS Tariff Points under the unit allocation scheme.

The lowest combination of grades needed to achieve a distinction in the OCR (MMMMDD) aligns with bottom of a Grade B in the AVCE, i.e. 100 UCAS Tariff Points but only receive 95 UCAS Tariff Points under the unit allocation scheme.

These anomalies result from the construction of the tariff and the way unit grades are aggregated in different qualifications. If we take an AVCE candidate with unit grades EECCCC they would receive an overall Grade of D and so be awarded 60 UCAS Tariff Points in Example 1. However, if they were allocated UCAS Tariff Points according to the scheme in Table 9 they would attract 67 UCAS Tariff Points, exactly the same as someone taking the OCR qualification achieving PPMMMM.

The AVCE candidate achieving EEEECC is classified as Grade D and so gets 60 UCAS Tariff Points. However, if we were to allocate UCAS Tariff points to the unit grades and then aggregate these, the same AVCE candidate gets 53 UCAS Tariff points, exactly the same as the PPPPMM OCR candidate. Unless we move towards unit allocation of UCAS Tariff points for all qualifications these anomalies cannot be removed.

The anomalies are shown shaded in Table 10 and it may be seen that rounding to the nearest 5 UTPs reduces the size of the anomalies, rather than rounding to the nearest 5 above.

Table 10   UTPs awarded on basis of Unit grades

| | OCR Nationals | | | | | | OCR Nationals and AVCE | | | AVCE |
| | Unit | | | | | | UTPs awarded to Unit grades | | | UTPs |
	1	2	3	4	5	6	Raw	Rounded to nearest 5 above	Rounded to nearest 5	Actual award
P	P	P	P	P	P	P	40	40	40	E (40)
	P	P	P	P	P	M	47	50	45	E (40)
	P	P	P	P	M	M	53	55	55	D (60)
	D	P	P	P	P	P	53	55	55	D (60)
	P	P	P	M	M	M	60	60	60	D (60)
	D	P	P	P	P	M	60	60	60	D (60)
M	P	P	M	M	M	M	67	70	65	D (60)
	D	D	P	P	P	P	67	70	65	D (60)
	D	P	P	P	M	M	67	70	65	D (60)
	P	M	M	M	M	M	73	75	75	C (80)
	D	D	P	P	P	M	73	75	75	C (80)
	D	P	P	M	M	M	73	75	75	C (80)
	M	M	M	M	M	M	80	80	80	C (80)
	D	D	D	P	P	P	80	80	80	C (80)
	D	P	M	M	M	M	80	80	80	C (80)
	D	D	P	P	M	M	80	80	80	C (80)
	M	M	M	M	M	D	87	90	85	C (80)
	D	D	D	P	P	M	87	90	85	C (80)
	D	D	P	M	M	M	87	90	85	C (80)
D	M	M	M	M	D	D	93	95	95	B (100)
	D	D	D	D	P	P	93	95	95	B (100)
	D	D	D	P	M	M	93	95	95	B (100)
	M	M	M	D	D	D	100	100	100	B (100)
	D	D	D	D	P	M	100	100	100	B (100)
	M	M	D	D	D	D	107	110	105	B (100)
	D	D	D	D	D	P	107	110	105	B (100)
	M	D	D	D	D	D	113	115	115	A (120)
	D	D	D	D	D	D	120	120	120	A (120)

One way out of this impasse could be to allocate UCAS Tariff points on the basis of the total OCR points accumulated across the 6, 12 or 18 units making up the qualification. From Example 1, this would mean that 6-7 OCR points would equal a grade E in the AVCE and so attract 40 UCAS Tariff points, 8-10 OCR points would equal a Grade D and so attract 60 UCAS Tariff points, and so on. However, this results in the confusing situation where OCR candidates with same overall grade, say a Merit, will be receiving differing allocations of UCAS Tariff points. In addition, this suggested conversion of OCR points to AVCE grades to UTPs is based on Example 1 above. If we used Example 2, then 6-8 OCR points would equal grade E in the AVCE and so attract 40 UCAS Tariff points, 9-11 OCR points would equal a Grade D and so attract 60 UCAS Tariff points, and so on. The only way out of this conundrum would be to abandon grading all together and allocate UCAS Tariff points to the points/UMS marks achieved.

What this means is that we have reached an impasse that can only be broken either by reporting unit grades and allocating UCAS Tariff points to graded units across all qualifications, or to report points/marks and award UCAS Tariff points to appropriate bands of points/marks. This would require a major policy decision within UCAS and reaching agreement with all the examining boards. For the moment allocating UCAS Tariff Points to

the OCR on a unit by unit basis (and rounded to the nearest 5, not 5 above) seems the lesser of evils and the least likely to confuse. Thus, I think this is the one we have to recommend.

Addendum

OCR's response to the above proposals is provided below.

Comments on the two final sections (Aligning the Grades and Allocating UCAS Tariff Points)

The report indicates that there are three possible methods of aligning the grades and allocating UCAS tariff points

Method 1:   Alignment of AVCE and OCR grades (examples 1 to 3 on pages 19-21)

Method 2:   Allocate UTPs on the basis of Unit grades (Table 10 on page 26)

Method 3:   Allocate UTPs on the basis of the total OCR points accumulated across the 6, 12 or 18 units making up the qualification (page 26)

Method 1

OCR agrees with the statements in the report that conclude that the very wide degree of overlap in the alignment of the AVCE and OCR grades is not satisfactory as HE admissions tutors would not be able to make fair comparisons between OCR and other candidates (page 25).

Method 2

OCR considers that this method would give a true reflection of a candidate's individual profile and that if this method were applied to ALL qualifications (eg A levels, AVCEs and BTEC Nationals) it would be the most accurate way to report achievement and receive the appropriate UTPs.

However, if this method were applied solely to OCR Nationals, only those candidates achieving ALL Distinction grades across 6, 12 and 18 units would receive 120, 240 and 360 UTPs respectively. This method would not allow OCR candidates any compensation and would mean that they would have to perform at a consistently high level throughout their programme of study. The awarding of an overall qualification grade allows compensation as it takes into account variations in performance. Method 2 does not allow any variation in performance whatso-ever.

This would therefore severely disadvantage OCR candidates when comparing them to other candidates receiving UTPs using a different method. For example, in the AVCE, it is theoretically possible for candidates to fail units but still be awarded A grade(s). AVCE candidates could therefore receive maximum UTPs even though they may not have performed at a consistently high level throughout their programme of study.

This proposed method could be a way forward in the future to enable HE admissions tutors to make fair comparisons between candidates achieving different qualifications.

Method 3

OCR considers that this method may provide a better solution than Method 2, as the grade boundaries could be set to recognise that there is no compensation on the 6 unit qualification, and that failed units (a maximum of two units) for the 12 and 18 unit qualifications do not contribute to the overall points awarded.

Conclusion

Although Method 2 would be OCR's preferred option if it were applied to all qualifications, OCR considers that Method 3 would allow the full range of differentiation and therefore recommend that this method be the one that is used to apply UCAS tariff points to the OCR Level 3 Nationals.

However, OCR would wish to have the opportunity to consider the boundaries applied and the associated UTPs for the 6, 12 and 18 unit qualifications to ensure that OCR candidates are not disadvantaged.

The next step

Subsequently, another option was considered. Because the equivalence between the OCR Nationals and the AVCE qualifications was established at the unit level, this also means that there is equivalence between OCR Nationals and BTEC Nationals.

Establishment of equivalence at the level of an award was not, however, straightforward. Unlike the AVCE and BTEC National awards, achievement in all three sizes of OCR Nationals is reported as a single grade, and conversion to UCAS Tariff Points led to anomalies across AVCEs, BTEC and OCR Nationals. UCAS worked with OCR and members of the Tariff Advisory Group to resolve these anomalies and produced the following tables which allocate reporting grades/bands within each Pass, Merit and Distinction grade for the OCR National Diploma (12 units) and Extended Diploma (18 units) (the six unit OCR National Certificate is not affected as the grading is identical to that of the six unit BTEC National Award). UCAS Tariff Points are then allocated to the reporting grades/bands, thus ensuring equity across similar grade profiles for BTEC and OCR Nationals candidates. OCR has undertaken not only to communicate these reporting grades/bands to both their centres and candidates but also to transmit the reporting grade/band, along with the overall grade to UCAS for confirmation and clearing.

Although not a perfect solution, from the work that has been undertaken, UCAS believes that this is the fairest and most practical way to accommodate OCR Nationals in the Tariff. However, it will be noted that there are two occasions where the same number of UCAS Tariff points is awarded across two separate grades: Pass and Merit for the OCR National Diploma (12 units) (reporting grades/bands P1 and M2) and Merit and Distinction for the OCR National Extended Diploma (18 units) (reporting grades/bands M1 and D2).

OCR Points

Unit Grade		Points
U	=	0
P	=	1
M	=	2
D	=	3

BTEC Points

Unit Grade		Points
U	=	0
P	=	2
M	=	4
D	=	6

OCR National Certificate (6-unit)			UCAS Tariff Points	BTEC National Award (6-unit)	
Grade	OCR Points	Reporting Grade		Grade	BTEC Points
Pass	6	P	40	Pass	12
	7				14
	8				16
	9				18
Merit	10	M	80	Merit	20
	11				22
	12				24
	13				26
Distinction	14	D	120	Distinction	28
	15				30
	16				32
	17				34
	18				36

OCR National Diploma (12-unit)			UCAS Tariff Points	BTEC National Certificate (12-unit)	
Grade	OCR Points	Reporting Grade		Grade	BTEC Points
Pass	12	P3	80	PP	24
	13				26
	14				28
	15	P2	120	MP	30
	16				32
	17				34
	18	P1	160	MM	36
	19				38
Merit	20	M2			40
	21				42
	22				44
	23	M1	200	DM	46
	24				48
	25				50
	26				52
	27				54
Distinction	28	D	240	DD	56
	29				58
	30				60
	31				62
	32				64
	33				66
	34				68
	35				70
	36				72

OCR National Extended-Diploma (18-unit)			UCAS Tariff Points	BTEC National Diploma (18-unit)	
Grade	OCR Points	Reporting Grade		Grade	BTEC Points
Pass	18	P3	120	PPP	36
	19				38
	20				40
	21				42
	22	P2	160	MPP	44
	23				46
	24				48
	25				50
	26				52
	27	P1	200	MMP	54
	28				56
	29				58
Merit	30	M3	240	MMM	60
	31				62
	32				64
	33				66
	34				68
	35	M2	280	DMM	70
	36				72
	37	M1	320	DDM	74
	38				76
	39				78
	40				80
	41				82
	42	D2			84
Distinction	43	D1	360	DDD	86
	44				88
	45				90
	46				92
	47				94
	48				96
	49				98
	50				100
	51				102
	52				104
	53				106
	54				108

CURRICULA VITAE

OCR Chief Co-ordinator for Business	Karen Hough
OCR Chief Co-ordinator for Health, Social Care and Early Years	Angela Fisher
AQA Chief Examiner for Business	Tim Chapman
AQA Chief Examiner for Health and Social Care	Adrian Lamb
HE Representative for Business	Paul Taylor
HE Representative for Health and Social Care	Pamela Michael

KAREN HOUGH

Qualifications: Certificate of Education (FE)
                    D34 – Internal Verifier
                    D32 & D33 – Assessor

                    A Level Accounts
                    RSA III Economics
                    RSA III Word Processing & Typing
                    LCC Private Secretaries Certificate

                    100 WPM Shorthand

EMPLOYMENT

September 2004 appointed Principal Moderator Applied A Level Business

September 2003 appointed Chief Coordinator for Business Nationals (OCR)

September 2000 – current OCR. Team leader for the moderation of AVCE and GNVQ Business. Responsible for a team of six standard moderators standardizing their work and completing my own case load. I am an active member of the team who train new moderators in January and May.

November 2003- current – Part time lecturer at Havant College teaching AVCE Travel and Tourism and Leisure and Recreation
September 1996 – 1977 Part time lecturer at Barton Peveril College teaching on GNVQ Advanced Leisure and Tourism course – responsible for Human resources, Business Systems, Finance and Marketing, and A Level Business Studies

September 1996 – August 2003 Barton Peveril College. Lead Tutor, with responsibility for Intermediate Business course. Head of Accounts with the responsibility of implementing the new AS Accounts syllabus. The accounts department has now grown from two sets to five sets with further growth expected 2003.

NAME: ANGELA IRENE FISHER

EDUCATION: Weymouth College
Dorchester Hospital
Brighton University
Open University

QUALIFICATIONS:

Awarding Body	Qualification	Date achieved
Open University	Advanced Diploma of Educational Management with Distinction	1994
OCR	D32, D33, D34, D35	1996
OCR	Business Administration Level 2	1992
Brighton University	Teaching Certificate (Cert Ed)	1961

EMPLOYMENT HISTORY

1961 – 1992	Teaching 11 – 19 students (Vocational, Special needs, Head of Faculty, Senior Teacher)	Dorset County Council
1992 – 2003	QCA Consultant and Scrutineer (Care, English)	QCA
2003 – ongoing	Chief Examiner GCSE (Health and Social Care)	OCR
1992 – ongoing	Chief Examiner: GNVQ/ VCE (Health and Social Care)	OCR
1992 – ongoing	Chief Verifier (Health and Social Care)	OCR
1992 – ongoing	Principal Moderator: VCE/ GNVQ (Health and Social Care)	OCR
1996 – 1997	Consultant ('A' Level/ VCE)	Sir Ron Dearing Gatesby Committee

1992 – ongoing	Trainer	QCA/ OCR/ AQA/ SCAR
1994- ongoing	Chief Verifier/ Consultant	Headway Customer Specific Schemes (ACAS, Hospitals Stress Management, Police Training etc)
1992 – 1996	NVQ Trainer	Educational Business Partnership
1994 – ongoing	Author	Heinemann, Folens, Chalkface

Professional responsibilities:

- Chairing meetings
- Advising and liaising with employers, FE and HE re training
- Leading and supervising teams of examiners in Health and Social Care
- Leading and supervising teams of moderators in Health and Social Care
- Writing examination papers
- Checking a wide range of examination papers
- Leading and supervising GCSE teams in Health and Social Care
- Principle Examiner for GCSE in Health and Social Care
- Leading and supervising teams of trainers
- Lead Trainer
- Providing support for examiners, moderators, teachers, lecturers
- Problem solving: human, resources
- Mediation
- Advising/ consulting with Awarding Bodies on development projects
- Writing specifications in Health and Social Care (QCA and OCR, AQA)
- Writing papers (Sir Ron Dearing, QCA, OCR)
- Maintaining quality of delivery and process in Health and Social Care
- Author – writing text books and papers
- Occupational Training: Nurses and Police Officers

Tim Chapman

Experience		
	2000–Present	Thorndon, Suffolk

Education Consultant

Private staff training for vocational courses

Training provider for Network Training, SFE, Philip Allen and A Level Master class (VCE, Key Skills, Applied Business GCSE and GCE)

Consultant for QCA on: 1) Business AEA test specification; 2) Standards over time study (GCSE, GCE Business and Economics) (2003-2004)

NOF ICT trainer for ICTTG Ltd

AQA Portfolio Adviser AVCE Business and Applied Business GCSE

AQA Chief Examiner AVCE Business (Principal Examiner Unit 2) and, in principal, Applied Business GCE (and Principal Moderator)

AQA Chief Examiner GCSE Applied Business (Principal Moderator Unit 1)

Chair of Examiners, Edexcel GNVQ/VCE Retail and Distribution (2000 – 2003)

Edexcel Key Skills examiner and Moderator (2000 – 2002)

OCR Assistant Examiner modular A Level Business (1990 to 2000)

AQA Chief Examiner GCSE Economics (1994 to 2001)

1990–2000	Finham Park Comprehensive Finham, Coventry

Head of Business Studies, VCE and Key Skills Coordinator (4 points)

Introduced GNVQ and Key Skills

Piloted Launch 2000 GNVQ and Phased Implementation Key Skills; introduced Key Skills 2000 across sixth form; authored relational database admin systems for VCE and Key Skills; ICT mentor; established department intranet and moved towards IT based resources

1987–1990	Beauchamp Community College Oadby, Leicestershire

Head of Economics Department (B allowance)

Expanded department to include modular GCSE and GCE courses; introduced and managed IT network for department

1982–1987	Hind Leys Community College Shepshed, Leicestershire

Teacher in Charge of Economics (scale 2)

Introduced and authored modules within the Leicestershire Modular Framework (TVEI) GCSE

Education		
	1977–1980	University of Kent at Canterbury Canterbury, Kent
		B.A (Hons) III, Quantitative Economics
	1981–1982	North Staffs Polytechnic Madeley, Crewe
		PGCE (Economics with Mathematics subsidiary)
	1985–1987	University of Leicester Leicester, Leicestershire
		MA, Economics

ADRIAN LAMB

EDUCATION   Alun Grammar School, Mold 1960 -67

Normal College, Bangor, University of Wales 1967 - 71

Keele University 1984 - 85

QUALIFICATIONS

B.Ed(Hons II) 1971

C.Biol.M.I.Biol   1977

M.Ed   1985

RELEVANT EMPLOYMENT HISTORY

Current   Headteacher, Irlam and Cadishead Community High School, Salford
1988 -

Former positions   Deputy Head/Acting Head, Kingsgrove County High School, Crewe, 1980 - 87

Head of Biology/Head of House, Poynton County High School, Poynton, 1974 - 79

Assistant Teacher/Second in Biology, St. Mary's College, Great Crosby, 1971 - 74

PROFESSIONAL RESPONSIBILITIES

Chief Examiner - Health and Social Care - (Foundation, Intermediate,Double Award GCSE and VCE) AQA 1999 -

Principal Examiner for VCE Health and Social Care - Units 4, 15

Acting Principal Moderator - Double Award GCSE, Health and Social Care 2002 -

Marking Coordinator - Health, Hygiene and Safety - AQA 1989 - 2001

Principal Examiner - Preparation for Working Life - AQA 2002 -

Team Leader - Suffolk Science - OCR - 1993 -

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Curriculum Vitae

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Name Paul Clifford TAYLOR

Education 1974–1981: *Audenshaw Grammar School for Boys*, Tameside, Greater Manchester.
1981–1985: *University of Bath*.
19851986: *Jesus College, University of Cambridge*.
1986–1989: *University of Bath*.

Qualifications 1979: Ten GCE O-levels (5A's and 5B's).
1981: GCE A-levels in *Pure Mathematics* (B), *Applied Mathematics* (A), and *Physics* (A, S2).
1985: BSc in *Statistics* with First Class Honours.
1986: Diploma in *Mathematical Statistics*.
1990: PhD in *Statistics* entitled *Classification Trees*.
2001: Postgraduate Certificate in *Professional Development in Teaching and Learning in Higher Education*.

Employment History 1989–1995: Lecturer in the Department of Applied Statistics, The University of Reading.
1995–1998: Lecturer in the Statistics Department, The Open University.
1998–present: Senior Lecturer in the Business School, University of Hertfordshire.

Relevant Professional Responsibilities The University of Reading: interviewing of UCAS applicants; course advisor for the BSc degrees in *Statistics* and *Applied Statistics*; secretary of the Committee of Course Advisors (for degrees in Mathematics, Computing, or Statistics); teaching at all levels from level 1 to level M.
The Open University: designing and writing teaching and assessment materials for level 2 and level 3 modules.
University of Hertfordshire: Statistics Unit Leader for the *Combined Modular Programme*; Programme Tutor for the BSc in *Management Sciences*; Deputy Admissions Tutor for Home/EU applicants for all undergraduate programmes in the Business School; teaching at all levels from level 1 to level M.

Surname: Michael
Forenames: Pamela Frances

University Address
School of Social Sciences,
University of Wales, Bangor
Bangor,
Gwynedd,
LL57 2DG (UK)
Tel: 01248 383299

Qualifications: B.A., M.A., PhD.

Current Post
Lecturer in Health Studies and Social Policy, School of Social Sciences, University of Wales, Bangor.
Course director: Health and Social Care degree programme.   I deal with admissions for this programme, although I am **not** admissions officer for the school of social sciences as a whole.

I have previously worked as a full-time researcher, as a W.E.A. tutor/organisor, and as a social worker.

I currently teach a range of modules on the 'Health and Social Care' degree at University of Wales, Bangor, including 'Health and Social Care Issues', 'Sociology of Health', 'Mental Health', 'Health Policy', 'Health Inequalities', 'Gender and Welfare'.
I also contribute to a number of post-graduate programmes.

In the School of Social Sciences, University of Wales, Bangor, we welcome a wide-ranging intake of students to our degree programmes including many 'non-traditional' students. Over a third of our new admissions are mature entrants, and we accept students with a range of qualifications. Many of our most successful students have been mature students from 'non-traditional' backgrounds.

EVIDENCE EXAMINED FOR THE OCR NATIONALS

OCR Specifications for the OCR Nationals in Business and Health, Social Care and Early Years, 2004.

These include:

- The combinations of units for each award
- Unit content
- Assessment guidelines
- Grading criteria for each unit

EVIDENCE EXAMINED FOR THE AVCEs

AQA Specifications for the AVCEs in Business and Health and Social Care, 2005.

These include:

- The combinations of units for each award
- Unit content
- Assessment guidelines
- Grading criteria for each unit

MAPPING EXERCISES

Full content mapping exercises were carried out for both awards in this Comparability Study. However, they are too lengthy for this document. This appendix contains the mapping exercises for each of the two pairs of units discussed in Section 4.

AQA AVCE in Business	OCR Nationals in Business
The content for the AVCE units is written against a number of subheadings in the 'What you need to learn' section of the specification.	The content for the OCR units is presented as the knowledge, understanding and skills a candidate is required to demonstrate in relation to each of a number of assessment objectives.
Unit 5: Finance	**Unit 1: Finance for Business**

Recording Financial Information
Why it is important for a business to create and maintain accurate financial records and the different users of financial information
 	
Internal and external reporting requirements to show its financial health and to meet legal and other requirements.
 	
Reasons why the following stakeholders need financial information about the performance of a business
 	
    • internal users
    • external users
 	
Financial information serves a variety of different purposes depending on the needs of different stakeholders
 	
Range of documents used by businesses and how and why these are used.
 	
How documents contribute to the flow of financial information and how financial information is recorded to construct accounts.   Management of these documents and explain their use and importance for stakeholders
	Assessment objectives AO3 and AO4 would be related back to a case study/model assignment. This would require the candidate to link their evidence to various stakeholders within the business throughout their interpretations and recommendations.

Constructing Accounts	AO1 Explain and interpret features of a business organisation's profit and loss statement
How information in financial accounts is recorded and used to generate the final accounts. Basic flow of financial information between the following: • books of original entry • general ledger and personal ledger • trial balance • final accounts Construct a simple balance sheet and profit and loss account. Distinguish between the following: • assets • liabilities • expenses • revenues Explain the concept of depreciation in simple terms and how it is calculated.	Features of a profit and loss statement: • sales revenue • cost of sales • materials/stock • opening and closing stock • expenditures • depreciation • taxation • net and gross profit Interpretation of profit and loss account and financial situation of a given company or organization. **AO2 Explain and interpret features of a businesses organisation's balance sheet.** Features of a balance sheet • assets and liabilities • creditors and debtors • capital • current liabilities • fixed and current assets • depreciation Interpretation of balance sheet and financial situation of a given company or organization.
Interpreting Financial Information	**AO3 Interpret financial performance using a range of ratios**
Understand how different stakeholders use financial ratios to assist them in interpreting accounts and in making judgements about the effectiveness of business. Calculate and use ratios relating to: • performance • solvency • profitability Identify and compare past and present data for a business. Understand limitations of using ratios to make judgements about effectiveness of businesses. Need to be able to understand and explain how the following indicators can be used to show the performance of a public limited company: • share prices • dividends • price earning ratios	Ratios: • gross profit • return on capital employed • profit margin • capital turnover ratio • acid test • debtors collection period • working capital (current ratio)

Cash Flow Management	AO4 Make recommendations based on the preparation and analysis of a cash flow forecast
To understand how budgets are used you need to know what they are, how they work and their particular purposes. You will need to be able to identify and interpret variances and explain the benefits of budgeting to businesses	Elements of a cash flow forecast:
	• income breakdown
	• expenditures
Businesses need to control their working capital. To understand how they can do this you need to know what working capital is and how businesses manage their cash. You need to know that businesses may have cash flow problems and that these need to be solved. This involves examining credit control and other measures that businesses use to maintain their working capital.	• cash brought forward
	• monthly allocation of outgoings
	• balance
	Recommendations
	• reduced risk of insolvency
	• obtain short term funding
	• adjust cost base
	• react to cash flow predictions (eg by marketing/promotion, re-financing, adjusting production levels)
	AO5 Identify and evaluate costs involved in the purchase of business assets
	• purchase decision making
	• evaluating product cost, interest rate costs, leasing costs,
	• investigate opportunity cost
	AO6 Explain the role in the economy of a range of financial institutions
	Financial institutions:
	• high street banks
	• merchant banks
	• building societies
	• Bank of England
	• European Central Bank
	• the Stock Exchange
	AO7 Analyse the impact of the economic environment on business performance
	Influence of:
	• inflation
	• interest rates
	• stock markets
	• exchange rates
	• Euro
	• EU and Single Market
	• globalization
	Impact of economic environment on:
	• production and trade levels

	- investment
	- prices
	- wages and salaries

Unit 11: Industrial Relations	**Unit 19: Employee Relations**
The Importance of Industrial Relations - collective bargaining - joint consultation - equal opportunities - disciplinary and grievance procedures Importance in the terms and conditions of employment which affect industrial relations. - equal pay - working conditions and practices - productivity - health and safety - unfair dismissal - redundancy Aims and purposes of negotiations and the skills needed to carry them out successfully	**AO2 Illustrate using examples, the importance of good employee relations to organizations, employers and employees** - workplace organization - increasing productivity - growth - quality - customer service - long-term employment prospects - profitability Would also include part of AO1 as outlined below
Employer and Employee Relationships Causes of conflict between employers and employees - poor communication eg style/tone, timing , clarity - low or unfair pay - poor working conditions - changes to existing terms and conditions - lack of consultation - lack of recognition for work carried out Businesses often follow procedures when dealing with a dispute between management and their employees	**AO1 Explain the factors influencing, and measures used in developing good employee relations** Factors - working conditions - disciplinary and grievance procedures - Health and Safety - Equal opportunity - Equal Pay - unfair dismissal - redundancy - productivity Measures - job security - fringe benefits - profit sharing - team working - acknowledging achievement - training and staff development - suggestion schemes

	• dissemination of information • join consultative committees • trade union consultations committees • quality circles • worker directors

Trade Unions and Organisations Representing Employees
Role and responsibilities of trade unions within industrial relations:
   • aims and objectives of trade unions
   • the individual rights of employees to join a trade union, including the meaning of a closed shop and collective bargaining
   • how why and when a trade union is able to represent its members
   • the effect of legislation on the use and conduct of trade unions.
Activities of trade unions.
   • go-slow
   • work-to-rule
   • strike action
Relationship of the Government and other parties with trade unions and how this can affect their activities
 	
Role and purpose of other forms of employee and employer representation, including
   • Industrial Tribunals
   • ACAS
   • Confederation of British Industry (CBI)
Understand how employee and employer organizations work together with other agencies.
	AO3 Describe the processes and structures employers, employees , and representatives can use to encourage better workplace relations.
	
	   • Trade unions
	   • Confederation of British Industry (CBI)
	   • Institute of Directors (IoD)
	   • trade associations
	   • staff associations
	   • professional associations
	
	   • Individual negotiation
	   • collective bargaining
	
	AO4 Describe the role of statutory bodies in investigating and resolving disagreements, disputes and claims
	
	   • ACAS
	   • Industrial tribunals

The importance of UK and EU Employment Legislation and Practices
Changing nature of UK employment legislation, and the effect this has on industrial relations for both employers and employees.
   • Employment Protection Act 1978
   • Race Relations Act 1976
   • Equal Pay Act 1970
   • Sex Discrimination Act 1975 and 1986
   • Disability Discrimination Act 1995
Implications of changes to legislation on the role of trade unions, and how industrial relations have changed. Benefits of changes to employers and employees
 	
How UK and EU legislation has affected working conditions and practices within businesses. Understanding of the European Court of Justice in altering existing UK legislation.
 	
Costs and benefits of being a member of the EU in terms of the effects the Social Chapter has on UK businesses, including
   • the meaning of maternity and paternity leave and its effects on both domestic (UK) and EU employees and employers
	AO5 Evaluate how current EU and UK legislation influences employee relations, employee rights and working conditions
	
	UK Legislation
	   • The Employment Act (1980/2)
	   • Sex Discrimination Act (1975)
	   • Race Relations Acr (1976)
	   • Disability Discrimination Act (1995)
	   • Equal Pay Act (19070)
	   • Trade Union Reform and Employment Rights Act (1993)
	   • National Minimum Wage Act (1998)
	
	EU Legislation
	   • Freedom of Movement
	   • Safety at Work
	   • Working Time Directive
	   • Parental Leave

• the impact of the introduction of works councils for larger organizations
• the implications of a minimum wage
• the EU Working Time Directive
 	
Changing nature of this area and consider the possible future changes that might take place which will affect the working conditions and practices within businesses.
	• Equal Opportunities
	• Protection for Young Workers
	• employee involvement and consultation
	
	AO6 Explain how changes to the working environment affect employee relations
	
	Changes to the working environment:
	• legislative change
	• economic change
	   interest rates
	   exchange rates
	   inflation
	   recession
	• political change
	   local government
	   national government
	   EU government
	• Industrial disputes
	   local
	   national
	   legal/illegal
	• rationalization
	• diversification
	• change of ownership
	   takeover amalgamation

AQA AVCE in Health and Social Care	OCR Nationals in Health, Social Care and Early Years
Unit 1: Equal Opportunities and Clients' Rights	**Unit 1: Working to quality practice in care settings**
• Ethical issues: arise when balancing the rights of clients with the rights of others.	• Tensions: between rights and responsibilities and balancing peoples rights with their responsibilities • Complex nature of decision making/ balancing one perspective against another
• You will need to identify boundaries that apply to clients' rights • Confidentiality: For example when should in formation be kept confidential and when should it be passed on …	• Rights: Illustrate how to promote service users rights and responsibilities: to make decisions that affect their lives -express preferences -make choices -develop their full potential

	-consult with people on decisions that will affect them -the complex nature of decisions people -have to make (confidentiality, when information should be kept confidential) -levels of understanding in relation to age and ability Role boundaries: illustrate how to promote service users rights and responsibilities: - legal requirements - organisational policies - tensions between individuals - between service user and service user - between people and organisations
• Influence of resources	• Balancing needs against resources
• Equal Opportunities makes it illegal to discriminate against a person because of their race, gender or disability. laws such as Discrimination Act 1975and 1986,Equal pay Act 1975, Disability Discrimination Act 1995, race Relations Act 1976 and the Human Rights Act 2000	• Review how legislation is used to promote equal opportunities in care settings. Legislation: relating to: race, gender, disability, children, human rights
• Codes of practice/ policies: There are also charters in place to identify entitlement to services and define national standards e.g Citizen's Charter, the Patient's Charter, and /or further regulations. You need to be familiar with these charters and know how to identify if the standards they promote are being achieved by: 　- applying legislation in different types of settings 　- identifying codes of practice and policies for example, equal opportunities policies, bullying and sexual harassment policies 　- identifying quality assurance procedures	• Codes of practice / polices: Review how codes of practice and policies are used to promote equal opportunities in care settings. Codes of practice such as: - UKCC - Home Life - Equal Opportunities - mental health for Social Workers - SEN 　Organisational policies: 　- complaints procedures 　- health and safety - mission statements 　Application to care settings: 　- for service users 　- for care workers 　- for managers
• Application of legislation, codes of practice policies (see spec)	• Application of legislation, codes of practice, policies(see spec)
• Effects of discriminatory practice: You need to know the different ways in which discriminatory practice can affect clients' well-being such as: - their social and economic status - health - self esteem and sense of empowerment - employability	• Effects of discriminatory practice on: 　- physical 　- emotional 　- intellectual 　- social
• Bases of discriminatory practice: you should be able to identify and describe the basis of discrimination including gender, ethnicity, disability and age	• Bases and types of discriminatory practice: explain bases of discrimination to include race, gender, age, disability and sexuality

	• Types of discrimination: indirect and direct
• Sources of support and guidance: You will need to know about the role and key functions of organisations that challenge discrimination and act on behalf of, and support individuals. These include: - The Equal Opportunities Commission, The Commission For Racial equality and the Disability Rights Commission - The National Disability Council - The Council For Human Rights in Europe - self help groups and voluntary agencies - the Development Agency	• Investigate organisations that provide support for and guidance: - Commission for Racial Equality - Equal opportunities Commission - Disability Rights Commission Investigate the routes for redress for service users and care workers: - workers roles and responsibilities - service users' access to complaints procedures - support for service users
• How care organisations promote equality	• Survey to find out how care organisations promote quality practice (equality and diversity)

Unit 17: Behavioural Psychology	**Unit 10:Behavioural Psychology in health, social care and early years settings**
• Origins and development: You need to know the origins and development of behavioural psychology to include: - classical conditioning research e.g Pavlov - stimulus outcome work e.g. JB Watson - the laws of effect e.g. E Thorndyke - mathematical deductive theory e.g. Hull - stimulus response theory e.g. Dollard and Miller - operant conditioning e.g BF Skinner - social learning e.g. Bandura	• Origins and development: Describe the origins and development of behavioural psychology. Key features of the theories of: - Pavlov - Thorndyke - Skinner - Bandura - Watson -Hull -Dollard and Miller
• Other major approaches: You should understand the basic principles of other major approaches to psychology namely: - psychoanalytical - humanistic - biological - cognitive	• Other Major Approaches: review the basic principles of other major approaches to psychology. Key features of approaches: - psychoanalytical - humanistic - biological - cognitive
• Methods of research: You should understand methodology employed in behavioural psychology including: - use of experimental techniques e.g using hypotheses - use of non- experimental techniques e.g observation	• Methods of research: Investigate the research methodologies that are appropriate in behavioural psychology. Methods used: - experiments - observation
• Application of behavioural psychology: You should be able to apply the principles of behavioural psychology to certain aspects of human development and behaviour to include:	• Application of behavioural psychology: Illustrate how psychology can be applied in care

- recognising stimuli - recognising responses - conditioning - rewards and punishment	settings. Ways of human behaviour: - recognising stimuli - recognising responses - conditioning - rewards and punishment
• Observation: You should understand how behavioural psychology can be applied in care roles when providing support for clients in care settings including: - observation of human behaviour - interpretation of human behaviour - recommendations to modify human behaviour	• Observation: Conduct an observation exercise in care settings, interpreting the results and drawing conclusions: Select methods to be used: - observation - experiment - interview Observe in care settings: - playgroup - special school -day care centre -residential home - nursing home - nusery -children's clinic - hospital • Interpret in terms of: - physical behaviour - intellectual behaviour - emotional behaviour - social behaviour • recommend how behaviour could be modified