

# Team Leading and Management Centre Handbook

OCR Level 2 NVQ Certificate in Team Leading

Entry code 03366

OCR Level 3 NVQ Certificate in Management

Entry code 03367– **last entry date is 31/08/2017**

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# 1 Introduction

The information provided in this handbook is correct at the time of production. Occasionally we may update this information. Please refer to the qualification [webpages](#) for the most up-to-date information.

This handbook contains what you need to know about the planning, delivery and assessment of these qualifications. Staff involved in the delivery of these qualifications must have access to and understand the requirements in this handbook.

To access information on how to administer these qualifications please follow the link to the Administration area <http://www.ocr.org.uk/administration/>.

You should ensure candidates are informed of the title and level of the qualification they have been entered for and that Oxford Cambridge and RSA Examinations (OCR) is the awarding body for their chosen qualification.

## 1.1 Why choose these qualifications

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The aim of these qualifications is to give candidates the opportunity to:

- develop a high level understanding of leadership and management practice
- develop their skills and competences in leadership and management practice
- achieve a nationally recognised qualification
- progress in employment
- progress within the suite. For example, a candidate achieving the OCR Level 2 NVQ Certificate in Team Leading may wish to progress vertically onto the OCR Level 3 Diploma in Management or onto other OCR qualifications
- progress to further study in Further Education (FE) or Higher Education (HE)
- continue professional development.

These qualifications:

- relate to national occupational standards (NOS)
- consist of units based on the national occupational standards originally developed by the Management Standards Centre and now administered by Instructus, the Sector Body for the Management and Leadership sector
- are regulated in the regulated Qualifications Framework (RQF) and may be eligible for funding
- appear on the Register of Regulated Qualifications <http://register.ofqual.gov.uk/>
- are supported by Instructus, the sector body for Management and Leadership
- are internally assessed by your assessors and quality assurance personnel and externally verified by us.

## 1.2 Entry requirement

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There are no formal entry requirements for these qualifications.

There is no requirement for any specific prior learning. We recommend that an initial assessment should take place to ensure the candidate is capable of reaching the required standards.

These qualifications are regulated in the RQF for learners aged 16 years and over.

All staff involved in the assessment or delivery of these qualifications should understand the requirements of the qualification and match them to the needs and capabilities of individual learners before entering them for one of these qualifications.

These qualifications have been developed so they are free from any barriers that restrict access or progression and therefore promote equal opportunities.

## 1.3 Delivery in Wales and Northern Ireland

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Candidates in Wales or Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur neutral terms have been used so that candidates may apply whatever is appropriate to their own situation.

We will provide handbooks and supporting documentation in English. Only answers provided in English will be assessed.

## 1.4 Funding

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Funding arrangements can be subject to change. For the latest details about approval and funding eligibility, we recommend you visit the following websites:

[Register of Regulated Qualifications](#) – Ofqual’s register of regulated qualifications

Department for Education (DfE) [Section 96](#) – for confirmation of the approval of qualifications to be delivered to specific age ranges.

[Education and Skills Funding Agency](#) for funding education and training for children, young people and adults in England

[Department for the Economy](#) for public funding in Northern Ireland

[Qualifications in Wales](#) database (QiW) for public funding in Wales.

Use the Ofqual Qualification Number (QN) when you’re looking for information on qualification eligibility for public funding.

If you have any queries about funding for these qualifications email us at [funding@ocr.org.uk](mailto:funding@ocr.org.uk).

## 1.5 Qualification size

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The size of each qualification is described in terms of Guided Learning Hours (GLH) and Total Qualification Time (TQT).

GLH indicates the approximate time (in hours) that the learner will be supervised during any teaching, learning or assessment activities. We have worked with people who are experienced in delivering the qualification to determine what content needs to be taught and how long it will take to deliver.

TQT is comprised of two elements: GLH, and an estimate of the number of hours a learner will reasonably spend on any unsupervised learning or assessment activities (including homework) so they can successfully achieve their qualification.

OCR Level 2 NVQ Certificate in Team Leading requires a minimum of 80 glh and 170 TQT

## 2 Qualification summary

### 2.1 OCR Level 2 NVQ Certificate in Team Leading summary

<b>OCR entry code</b>	03366	<b>Qualification Number (QN)</b>		501/0501/2
<b>Approved age group</b>	Pre-16	16-18	18+	19+
	No	Yes	Yes	Yes
<b>This qualification is suitable for candidates</b>	<ul style="list-style-type: none"> <li>studying for career development and who are already in employment</li> <li>wishing to gain a Level 2 qualification to support further study in Further Education (FE) or Higher Education (HE) in any other sector or subject area</li> <li>taking an Intermediate Apprenticeship in Team Leading</li> </ul>			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification.			
<b>Credit requirement</b>	The minimum credit required for this qualification is 17.			
<b>Structure and options</b>	3 mandatory units from mandatory group A		10 credits	
	minimum credit from optional Group B		5 credits	
	minimum credit from option Group C		2 credits	
	minimum credit to be achieved at level 2 or above		17 credits	
<b>Assessment model</b>	<p>This qualification is pass/fail.</p> <p>This qualification is internally assessed by your assessors and quality assurance personnel and externally verified by OCR.</p>			
<b>Last date to enter candidates</b>	If we are going to withdraw a qualification we'll set an end date for entries and certification and we'll tell you what the arrangements are for the last date to enter learners and make claims for certificates.			

## 2.2 Level 3 NVQ Certificate in Management summary

– last date to make an entry is 31/08/17

<b>OCR entry code</b>	03367	<b>Qualification Number (QN)</b>		501/0499/8
<b>Approved age group</b>	Pre-16	16-18	18+	19+
	No	Yes	Yes	Yes
<b>This qualification is suitable for</b>	<ul style="list-style-type: none"> <li>• candidates studying for career development and who are already in employment</li> <li>• candidates wishing to gain a Level 3 qualification to support further study in Further Education (FE) or Higher Education (HE) in any other sector or subject area</li> <li>• candidates taking an Advanced Apprenticeship in Management</li> </ul>			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification.			
<b>Credit requirement</b>	The minimum credit required for this qualification is 25.			
<b>Structure and options</b>	3 mandatory units from mandatory group A		14 credits	
	minimum credit from optional Group B		11 credits	
<b>Assessment model</b>	<p>This qualification is pass/fail.</p> <p>This qualification is internally assessed by your assessors and quality assurance personnel and externally verified by OCR.</p>			
<b>Last date to enter candidates</b>	<p>This is the operational end date for the qualification.</p> <p>We will notify you before the qualification closes for entries and this information will be available on Ofqual's register of regulated qualifications and our last entry/certification notification.</p>			

# 3 Structure and content

## 3.1 Qualification structures and rules of combination

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Each qualification has a Rule of Combination (ROC).

The ROC specifies how units can be combined and the overall number of credits to be achieved for the qualification to be awarded.

Candidates do not have to achieve units in any particular order and learning programmes should be tailored to meet individual needs. It is recommended that, wherever possible, you deliver these qualifications holistically by identifying opportunities to link the units and levels.

If a candidate is not able to complete the full qualification, we will issue unit certificates listing the unit(s) and credit achieved.

When combining units for the chosen qualification, it is your responsibility to ensure the rule of combination is followed.

The units are available to download from our [qualification webpage](#).

## 3.2 OCR Level 2 NVQ Certificate in Team Leading

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OCR Level 2 NVQ Certificate in Team Leading OCR Entry Code 03366 Ofqual Qualification Number 501/0501/2
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17 credits required for this qualification A minimum of 17 credits at Level 2 or above
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Mandatory Group A 3 Units - 10 credits
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+
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Optional Group B - minimum of 5 credits
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+
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Optional Group C - minimum of 2 credits
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There are no barred combinations, equivalencies or exemptions for this qualification.

Table of units

OCR Unit No	SSC Unit No	Unit Title	Unit reference Number	Credit	Level	GLH
<b>Group A (Mandatory)</b>						
1	A1	Manage personal development	F/600/9469	4	2	20
2	D1	Develop working relationships with colleagues	H/600/9660	3	2	15
3	E11	Communicate information and knowledge	H/600/9724	3	2	10
<b>Group B (Optional)</b>						
Group 1 - Optional Units						
4	D5	Plan, allocate and monitor work of a team	Y/600/9669	5	3	25
5	B5	Set objectives and provide support for team members	M/600/9600	5	3	35
<b>Group C (Optional)</b>						
Group 2 - Optional Units						
6	B11	Manage or support equality of opportunity, diversity and inclusion in own area of responsibility	M/600/9628	4	3	20
7	C1	Support team members in identifying, developing and implementing new ideas	L/600/9636	4	3	20
8	D10	Manage conflict in a team	R/600/9685	3	3	20
9	D11	Lead and manage meetings	Y/600/9686	4	3	20
10	D12	Participate in meetings	H/600/9688	2	2	10
11	E10	Make effective decisions	F/600/9715	3	3	10
12	E12	Manage knowledge in own area of responsibility	T/600/9730	4	3	15
13	E15	Procure supplies	L/600/9734	2	3	20
14	F17	Manage customer service in own area of responsibility	D/600/9804	4	3	25

### 3.3 OCR Level 3 NVQ Certificate in Management

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Level 3 NVQ Certificate in Management  
Entry Code 03367  
Ofqual Qualification Number 501/0499/8

25 credits required for this qualification  
A minimum of 14 credits at Level 3 or above

Mandatory Group A  
3 Units - 14 credits

+

Optional Group B - minimum of 11 credits

There are no barred combinations, equivalencies or exemptions for this qualification.

Table of units

OCR Unit No	SSC Unit No	Unit Title	Unit reference Number	Credit	Level	GLH
<b>Group A (Mandatory)</b>						
1	A2	Manage own professional development within an organisation	L/600/9586	4	3	20
2	B5	Set objectives and provide support for team members	M/600/9600	5	3	35
3	D5	Plan, allocate and monitor work of a team	Y/600/9669	5	3	25
<b>Group B (Optional)</b>						
Optional Units						
4	A3	Develop, maintain and review personal networks	R/600/9587	4	4	25
5	B6	Provide leadership and direction for own area of responsibility	T/600/9601	5	4	30
6	B8b	Ensure compliance with legal, regulatory, ethical and social requirements	H/600/9609	5	4	25
7	B10b	Manage risk in own area of responsibility	L/600/9619	4	4	25
8	B10c	Review risk management processes in own area of responsibility	L/600/9622	3	4	20
9	A1	Manage personal development	F/600/9469	4	2	20
10	B11	Manage or support equality of opportunity, diversity and inclusion in own area of responsibility	M/600/9628	4	3	20
11	C1	Support team members in identifying, developing and implementing new ideas	L/600/9636	4	3	20
12	C6	Implement change in own area of responsibility	M/600/9659	6	4	25
13	D2a	Develop working relationships with colleagues and stakeholders	K/600/9661	4	4	20
14	D3a	Recruit staff in own area of responsibility	T/600/9663	4	5	25
15	D1	Develop working relationships with colleagues	H/600/9660	3	2	15
16	D6	Plan, allocate and monitor work in own area of responsibility	H/600/9674	5	4	25
17	D7	Support learning and development within own area of responsibility	M/600/9676	5	4	25
18	D8	Address performance problems affecting team members	F/600/9679	3	4	20
19	D9	Build, support and manage a team	F/600/9682	4	4	20
20	D10	Manage conflict in a team	R/600/9685	3	3	20
21	D11	Lead and manage meetings	Y/600/9686	4	3	20

OCR Unit No	SSC Unit No	Unit Title	Unit reference Number	Credit	Level	GLH
22	D12	Participate in meetings	H/600/9688	2	2	10
23	D13	Support individuals to develop and take responsibility for their performance	D/600/9690	4	4	20
24	D14	Know how to follow disciplinary procedures	H/600/9691	4	4	20
25	D15	Managing grievance procedures	K/600/9692	3	4	10
26	D16	Support the management of redundancies in own area of responsibility	M/600/9693	3	4	15
27	E6	Develop and implement a risk assessment plan in own area of responsibility	L/600/9703	6	4	20
28	E8	Manage physical resources	K/600/9711	3	4	25
29	E9	Manage the environmental impact of work activities	M/600/9712	5	4	10
30	E10	Make effective decisions	F/600/9715	3	3	10
31	E12	Manage knowledge in own area of responsibility	T/600/9730	4	3	15
32	E11	Communicate information and knowledge	H/600/9724	3	2	10
33	E15	Procure supplies	L/600/9734	2	3	20
34	E16	Manage a tendering process	H/600/9738	4	4	20
35	F1	Plan and manage a project	J/600/9750	8	4	30
36	F4	Develop and implement marketing plans	K/600/9790	6	4	25
37	F9	Analyse the market in which your organisation operates	M/600/9791	5	4	25
38	F11	Manage the achievement of customer satisfaction	A/600/9793	5	4	25
39	F14	Prepare for and support quality audits	Y/600/9798	4	4	20
40	F17	Manage customer service in own area of responsibility	D/600/9804	4	3	25

# 4 Apprenticeship information

## 4.1 How do I get a certificate for the apprenticeship?

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The Intermediate Apprenticeship in Team Leading, the Advanced Apprenticeship in Management and the Higher Apprenticeship in Management are certificated by Apprenticeship Certificates England (ACE) on behalf of Instructus. For full details of frameworks please see Apprenticeship Certificates England (<http://www.acecerts.co.uk/web/>) or Apprenticeship Frameworks Online (<http://www.afo.sscalliance.org/frameworks-library/>).

## 4.2 About the apprenticeship

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The Level 2 apprenticeship programme is designed for those who have responsibility for the work of others, as they lead a team. It is suitable for people who are entering a management role, or who have the ability and the opportunity to demonstrate recognisable management and leadership skills

The Level 3 apprenticeship programme is designed for people who are responsible for the control of activities and the work output of a team.

The apprenticeships consist of learning and qualifications necessary to provide management and leadership apprentices with the skills and knowledge they need to become competent in their chosen job and improve their employment prospects. The programmes aim to develop an individual's confidence in their abilities by developing work-related knowledge, skills and understanding.

The frameworks include a balance of content in management areas, designed to ensure apprentices have an appropriate set of management skills to operate in their specific chosen job role. The frameworks are suitable for those in a range of team leading and management roles across different industries. Candidates who achieve the Management and Leadership Apprenticeships will have the skills they need, suitable for all sectors. They will be familiar with management 'best practice' as well as an organisation's business procedures and objectives. They will be prepared for progression opportunities in employment or in Further/Higher Education.

## 4.3 What makes up an apprenticeship?

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The Level 2 intermediate apprenticeship is a minimum of 381 guided learning hours (glh)

The Level 3 advanced apprenticeship is a minimum of 424 guided learning hours (glh)

There is no maximum timeframe for achievement of these apprenticeships. However, a minimum period of 12 months is required to successfully complete an apprenticeship at any level. Individual circumstances (such as significant prior learning or the requirement to deliver some basic skills training first) may impact on the period of learning required. The amount of time the apprenticeship takes will also be influenced by the opportunities available within the workplace and the level of support given by employers and learning providers.

For apprentices working at Levels 2 and 3, without the required level of functional skills, there is an additional requirement to achieve the relevant functional skills.

The Level 2 Intermediate Apprenticeship and Level 3 Advance Apprenticeship are made up of:

- A competence qualification
- A knowledge qualification
- Employee Rights and Responsibilities – Assessed within the competence qualifications
- Functional Skills.

# 5 Centre assessor and quality assurance personnel requirements

This section provides information on centre assessor and quality assurance personnel requirements for verified qualifications.

## 5.1 Assessment centre requirements

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The occupational knowledge/expertise of those undertaking the roles of assessment and internal quality assurance is one of the key factors underpinning valid, fair and reliable assessment. The integrity of assessments and quality assurance is of paramount importance.

Your centre must:

- ensure there are sufficient trained and qualified personnel to assess the number of expected candidates
- ensure there are sufficient trained and qualified personnel to internally quality assure for the number of candidates and assessors (i.e. you must have at least one assessor and one Internal Quality Assurer (IQA) to run these qualifications)
- put systems and internal quality assurance personnel in place to ensure that all assessments are valid, reliable, safe and manageable and suitable to the needs of the candidate
- ensure evidence is authentic and sufficient
- ensure there is a standardisation process in place to ensure that all assessments are consistent and fair
- ensure those undertaking the roles of quality assurance and assessment maintain their skills, knowledge and understanding regarding assessment and quality assurance and the associated qualification
- ensure there is sufficient time to conduct effective assessment and internal quality assurance
- ensure any corrective measures, identified by OCR external verifiers and OCR, are addressed.

## 5.2 Centre assessor responsibilities

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Assessment is an activity carried out by an individual either as a specific role or as part of a wider role e.g. tutor, supervisor, manager.

All centre assessors must:

- have the role of assessor identified within their role profile
- be occupationally competent, according to current sector practice, in the functions covered by the units they are assessing
- be familiar with the units that relate to the qualification

- be able to interpret and make judgements on current working practices and technologies within the area of work
- actively engage in continuous professional development activities to keep up-to-date with developments within the sector
- judge candidates' work against the assessment criteria identified in the units
- identify valid and sufficient evidence
- ensure authentication of candidates' work (see section 6.8)
- identify gaps in evidence and ensure these are resolved before the unit is claimed
- give feedback to candidates
- liaise with other assessors in the centre to ensure assessment decisions are consistent and to the required standard
- confirm candidate achievement by completing and signing the required OCR documentation
- maintain records of candidates' achievements needed in the event of any submission or results enquiries.

Assessors must have the necessary expertise, which **must** include assessors holding, or be working towards, one of the following qualifications or their recognised equivalent:

- Level 3 Award in Assessing Competence in the Work Environment or
- Level 3 Certificate in Assessing Vocational Achievement or
- (A1) Assess candidate performance using a range of methods or
- D32 Assess candidate performance and
- D33 Assess candidate using differing sources of evidence

You must provide evidence of the training being undertaken or proof of relevant qualifications.

## 5.3 Expert Witnesses

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Expert witnesses can be drawn from a wide range of people who can confirm performance in the workplace, including line managers and experienced colleagues from inside the candidate's organisation. Expert witnesses must have proven practical experience and knowledge relating to the content of the unit being assessed. The assessor will make the final judgement.

The expert witness is not consulted as a professional assessor, but as someone who is expert in the occupation to be assessed.

It is unlikely that someone could become an expert in their entire job role in less than six to twelve months of being employed in the Management and Leadership sector. They could, however, very quickly become an expert in the content of a single unit if this was the focus of their job role. The assessor should make a judgement as to the level of expertise held by a potential expert witness and, where necessary, confirm this with a management team.

## 5.4 Internal Quality Assurance Personnel (IQA)

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Internal quality assurance is an activity carried out by an individual either as a specific role or as part of an individual's wider role.

The IQA should have sufficient level of understanding to allow them to judge whether the assessor has fully assessed candidates against all the assessment criteria in the unit.

IQAs must:

- be occupationally knowledgeable and competent across the range of units for which they are responsible prior to commencing the role
- demonstrate credible expertise in management and leadership relevant to the level(s)/units they are assessing
- keep themselves up-to-date with developments in management and leadership practice
- have a thorough understanding of the NOS for management and leadership at the unit(s)/level(s) they are assessing
- sample the assessment process to ensure accurate and consistent decisions between centre assessors against the qualification standards
- provide feedback to assessors to resolve differences on assessment decisions
- ensure assessment has been carried out by assessors who are occupationally competent within the area they are assessing
- actively engage in continuous professional development activities in order to keep up-to-date with developments within the sector
- respond appropriately to corrective measures identified by OCR external verifiers and OCR.

Those making quality assurance decisions must have the necessary expertise to do so, which **must** include IQA's holding, or be working towards, appropriate qualifications, such as:

- Award in Internal Quality Assurance of the Assessment Processes and Practices
- Award in Conducting Internal Quality Assurance of the Assessment Process (V1)
- Internally verify the assessment process D34

You must provide evidence of the training being undertaken or proof of relevant qualifications.

## 5.5 Continuing Professional Development (CPD)

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All centre assessors and internal quality assurance personnel need to prove they have current working knowledge of the sector. This can be demonstrated by keeping records of evidence from occupational activities such as:

- Internal or external work experience
- Internal or external work shadowing
- Other relevant CPD activities.

# 6 Verified assessment

This section provides guidance on verified assessment: how to plan and manage assessment and what controls must be applied throughout the process. Your centre must comply with [OCR's criteria for verified qualifications](#).

## 6.1 Overview of the assessment

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These qualifications are internally assessed by centre assessors and quality assured by internal quality assurance personnel and externally verified by OCR.

### Teaching and Learning

Tutors must make sure the teaching content for each criterion is fully addressed so that candidates can effectively meet the requirements.

Where teaching content is contained within the unit, it is not exhaustive and may be expanded or tailored to particular contexts in which the unit is being taught and the assessment criteria applied.

We recommend that teaching and development of subject content and associated skills be referenced to real-life situations, using appropriate work-based contact and vocationally experienced delivery personnel.

### Evidence

The management sector's competence-based qualifications recognise competence in the workplace. Therefore evidence of competence must come from workplace activity and reflect attainment within an organisational context.

When you are satisfied that your candidate has met all of the requirements for a unit, you must sign an evidence record sheet to confirm the assessment process is complete.

## 6.2 Assessment and the Data Protection Act

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Centre assessors, who are responsible for assessing candidates' evidence for internally assessed units, must make sure that candidates know they must comply with the Data Protection Act when they are producing work for assessment. Candidates must not reference another individual's personal details in any evidence produced for assessment. It is the candidate's responsibility to make sure evidence that includes another individual's personal details is anonymised.

More information about the candidate's responsibility is available in section 6.10.

## 6.3 Initial assessment of candidates

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It is important that you carry out an initial assessment to identify candidates' level of competence, knowledge and understanding and any potential gaps that need to be addressed.

This will also:

- help you and the candidates identify the most appropriate optional units
- allow you to plan the assessment
- enable candidates to understand the best place to start generating evidence.

See section 1.2 for information about entry requirements and prior Learning and section 9.8 for Recognition of Prior Learning.

## 6.4 Planning assessment

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Centre assessors must take responsibility for planning assessment with candidates. This will involve discussing details with candidates including:

- agreeing the best source of evidence to use for particular units
- determining the best way of assessing the candidate
- confirming the best times, dates and places for the assessments to take place
- agreeing a flexible timetable for unit completion and assessment.

Centre assessors must make a note of their assessment planning and regularly give feedback to candidates.

## 6.5 Real work

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Real work is 'where the candidate is engaged in activities that contribute to the aims of the organisation by whom they are employed' for example in paid employment or working in a voluntary capacity or work placement.

Where the candidate's performance is assessed within the workplace, this evidence should naturally occur within the candidate's work role. This will include the candidate's application of knowledge.

Workplace evidence may be gathered in full, part-time, casual or voluntary employment or a 'work placement' e.g. fulltime candidates placed into a working environment for a day per week).

Supporting evidence for any work experience from a supervisor or manager must add to the assessment process.

## 6.6 Simulation

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Simulation is not allowed. However, where access to assessment is put at risk by this, guidance should be sought from us and we will decide whether simulation should be allowed in conjunction with Instructus.

## 6.7 Methods of assessment

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We have in partnership with Instructus and other awarding bodies, identified the main assessment methods suitable for these qualifications:

- [observation](#) of practice by the assessor or expert witness for occupational specific units
- [questioning](#) the candidate or witness by the assessor
- [professional discussion](#)
- [examining work products](#) – e.g. business letters, spreadsheets, diagrams
- [examining written evidence](#) e.g. assignments, tasks, projects or tests
- [examining evidence from others](#)

It is your responsibility to agree the best method of assessing a candidate in relation to their individual circumstances.

The methods agreed must be:

- valid
- reliable
- safe and manageable
- suitable for the candidate.

### Valid

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A valid assessment method is capable of measuring the knowledge or skills in question. For example, a written test cannot measure a candidate's practical skills or their ability to work well with others.

Validity can be compromised if a candidate does not understand what is required of them. For example, a valid method of assessing a candidate's knowledge and understanding is to question them. If the questions are not relevant to the qualification or how they are phrased makes it difficult for the candidate to understand the validity of the assessment method is threatened.

Evidence must also be valid.

For example, it would not be appropriate to simply present an organisation's behavioural policy as evidence to meet AC 3.1 in unit 2 'Develop working relationships with colleagues', as it is not the candidate's own work and does not evidence their understanding. It may be more appropriate for the candidate and centre assessor to have a professional discussion about the expectations and requirements.

## Reliable

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A reliable method of assessment produces consistent results across different centre assessors on each assessment occasion. Internal quality assurance personnel (IQA) must make sure that all centre assessors' decisions are consistent.

## Safe and manageable

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Centre assessors and IQA must make sure that assessment methods used are safe and manageable and do not put unnecessary demands on the candidate or the organisation they work for.

## Suitable to the needs of the candidate

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We have designed these qualifications so that achievement is accessible to all candidates, in the context of the units.

For candidates who have access requirements see section 9.9 Accessibility.

If you think that any aspect of these qualifications unfairly restricts access and progression, please contact our Customer Support Centre.

## 6.8 Authentication

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Tutors must be confident that the work they assess is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the tutor must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the tutor should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work and provide general feedback.

Where permitted by the specification, the work of individual candidates may be informed by working with others, for example, in undertaking research, but candidates must provide an individual response as part of any task outcome.

**Please note:** Your centre must confirm to us that the evidence produced by candidates is authentic. The Evidence Record Sheet includes a declaration for candidates to sign and is available from the webpage.

## Plagiarism

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Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources.

## Resubmitting work for assessment

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If the tutor and the candidate feel they have not performed at their best during the assessment, the candidate can, at the tutor's discretion, improve their work and resubmit it for assessment. The tutor must ensure it is in the candidate's interests to reattempt the assessment.

Whilst there are no restrictions on the number of times that a candidate can resubmit evidence, it is the responsibility of the tutor/assessor to ensure that the details of any feedback and guidance are clearly recorded. Any advice to individual candidates over and above that given to the class as a whole should be recorded.

Centres must not encourage multiple resubmissions of work. Resubmission at the centre assessment stage is intended to allow the candidate to reflect on feedback and improve, but not to be an iterative process where they make small modifications through ongoing feedback to eventually achieve the desired level.

## 6.9 Making assessment decisions

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Candidates are not required to meet all the criteria every time they carry out an activity, but **it is necessary that all candidates produce evidence to demonstrate they have met all assessment criteria in the unit.**

They must consistently provide sufficient evidence for you to be able to confirm that your candidate is competent in their working environment.

In line with the National Occupational Standards (NOS) for assessors, you should:

- plan with the candidate
- assess candidate performance, knowledge and understanding
- look at the evidence
- question and give feedback to the candidate working towards the qualifications being assessed.

All criteria in the unit must be completed before you as centre assessor can sign the unit off as complete.

## 6.10 Generation and collection of evidence

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Candidates' evidence should be in an appropriate format to demonstrate the skills, competency, or application of knowledge and understanding, as specified in each assessment criteria within the unit in question.

Candidates must not reference another individual's personal details in any evidence produced for summative assessment. It is the candidate's responsibility to ensure that any evidence which includes another individual's personal details is anonymised to comply with the Data Protection Act.

Evidence can take many forms, for example, written work, audio/visual recordings, digitally formatted documents, a product or photographs (of a product). It is not permitted to use photographs of children without parental permission.

If group work is used as evidence, the candidate's contribution must be clearly identified.

Evidence can come from a number of sources. A list of the main sources of evidence is provided below:

- [Observation](#)
- [Questioning](#)
- [Professional discussion](#)
- [Work products](#) – the outcome or product of a candidate's work activity
- [Witness statements](#)
- [Personal statement](#)
- [Assignments, tasks, projects or tests](#) – centre devised projects e.g. a case study

Candidates should take responsibility for the development of their own portfolios, with appropriate support from tutors, employers and peers, and should be aware of the need for clear presentation and ordering as an aid to assessment and referencing once the work is submitted.

Where evidence is relevant to more than one assessment criterion in one or more units, the candidate should cross-reference the evidence within their unit portfolio so that it can be considered by you as centre assessor and by the OCR external verifier if required.

Evidence record sheets are available to download from our website. Candidates can use these sheets to record their evidence and link it to the assessment criteria in one unit. You **must** use this sheet or your own suitable alternative to allow the OCR external verifier to see which assessment criterion each piece of evidence refers to.

## 6.11 How much evidence is needed?

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It is difficult to give detailed guidance regarding the amount of evidence needed, as it depends on the type of evidence collected and the judgement of your centre assessors.

Evidence must meet all of the Assessment Criteria and evidence requirements. The quality and breadth of evidence is assessed not the quantity.

Centre assessors should discuss with candidates the most suitable sources of evidence and ensure they are aware of the importance of quality rather than quantity when presenting evidence for assessment. The quality and breadth of evidence presented should determine whether your centre assessor is confident that a candidate is competent in meeting the requirements of the unit.

Assessors must be satisfied, from the evidence presented, that candidates can work independently to the required standard.

## 6.12 Assessment of the evidence

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It is the assessor's responsibility to:

- assess the evidence presented by the candidate
- provide feedback to the candidate
- make an assessment decision which will be confirmed through internal and external quality assurance.

Assessors will judge candidates' evidence against the assessment criteria specified in the unit.

## 6.13 Observation

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Centre assessors may carry out observations of a candidate undertaking activities or tasks and make an assessment decision based on the candidate's performance, i.e. what they can do or the process they have gone through.

Sometimes, the observation can also provide inferred evidence of what a candidate knows.

The observation should be of naturally occurring practice within the candidate's work role.

Centre Assessors and candidates should plan observations together but it is the centre assessor's responsibility to record the observation. After the observation has taken place, you must record an assessment decision and the justification for the decision. This should include sufficient information about what was observed to ensure the assessment criteria has been met and enable the assessment to be quality assured. Centre assessors should also give feedback to the candidate.

An example of an Observation/Witness Statement, for use by assessors, is available to download from our website

## 6.14 Questioning

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Centre assessors may question a candidate for the assessment of these qualifications.

Questioning the candidate is usually an ongoing part of the assessment process, and it is necessary to:

- test a candidate's knowledge of facts and procedures
- check if a candidate understands principles and theories *and*
- collect information on the type and purpose of the activities a candidate has been involved in.

For the most part, you should use open ended questions; i.e. questions that cannot be answered by the candidate with one word responses (e.g. 'yes' or 'no'). Open ended questions require thought and detail in order to answer the question. You should be careful to avoid complicated questions which may confuse the candidate.

It is important that you record assessment decisions after you have questioned the candidate. You must record enough information to justify your decisions. This does not mean that you must record the questions and answers, word for word, but you must record enough detail to allow the assessment to be quality assured.

## 6.15 Professional discussion

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Professional discussion is a structured, planned and in-depth discussion recorded by your centre assessor. It allows the candidate to present evidence of competence and to demonstrate skills, knowledge and understanding through discussing the evidence and showing how it meets the requirements of the qualification.

The purpose of the discussion is to explore the level of the candidate's competence and ensure their actions are based on a firm understanding of principles which underpins the competence.

You should guide the discussion by using open questioning and active listening.

## 6.16 Work products

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Work products are produced in the workplace. They should be of naturally occurring practice within the candidate's role. The evidence presented for assessment may be the actual product or a record of the product e.g. business letter, email, plan, spreadsheet

## 6.17 Witness statements

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Witness statements are a record of witness testimonies. A witness statement is used to support work or evidence sourced from confidential or sensitive material e.g. data protection. It should not be used to evidence achievement of a whole unit.

The witness must not be related to the candidate and must be in a position to make valid comments about their performance, e.g. tutors or workplace supervisors.

It is not acceptable for candidates to produce written witness statements for witnesses to sign.

Witness statements:

- must describe what they witnessed the candidate doing
- can be written or verbal accounts of the candidate's performance
- do not have to be written by the witness, they may be recorded by the assessor after discussion with the witness and confirmed as accurate by the witness
- can be used to directly support work or as evidence of work based on confidential or sensitive sources e.g. data protection
- should not contain a list of skills
- should not be used as evidence of achievement for a whole unit.

A centre assessor will then judge whether the evidence presented meets the standards required by the assessment criteria for the unit. Often it will be necessary for assessors to contact witnesses to ensure:

- the witness statement is authentic
- the assessor's interpretation of the witness statement is accurate.

Where a witness provides a written statement they should include the following:

- the candidate's name
- the date, time and venue of the activity
- a description of the activities performed by the candidate
- the date the statement was written
- a description of their relationship to the candidate
- the witness' signature and job title
- the witness' contact details (e.g. telephone number).

## 6.18 Personal or candidate statement

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This is a candidate's own account of what they did.

Personal statements can be a:

- written or verbal account of specific incidents, activities or situations
- log or diary
- reflective account.

All personal statements made by candidates must be authenticated, as a true account of what took place, by an appropriate witness e.g. tutor, employer, peer.

## 6.19 Assignments, tasks, projects or tests

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For some units, it may be appropriate for your centre to devise assignments, tasks, projects or tests. This would be particularly appropriate for the knowledge units. This provides your centre with opportunities to meet the needs of the candidate and local employers.

Centres will need to ensure that any assignments, tasks, projects or tests enable candidates to meet all of the assessment criteria in the units.

Your centre is best placed to decide on an appropriate context for the assessment for your candidates.

Tutors must ensure candidates are clear about the tasks they are to undertake and the assessment criteria which they are expected to meet.

## 6.20 Candidate cumulative assessment record (CAR)

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A cumulative assessment record (CAR) is the candidate's record of the evidence that has been assessed and accepted as proof of competence by the internal assessor.

Templates are available for the recording documents to be used in a CAR and you will need to customise these for the qualification the candidate is taking. You may also design your own forms which must be approved during the approval visit or by our external verifier. The forms can be in any format but as a minimum they must contain the following information:

- the candidate's name and location
- the title and level of the qualification they are taking
- the candidate's start date on the programme and confirmation of candidate registration
- the name of the centre assessor
- the name of the internal quality assurance personnel
- the date and outcome of the initial assessment of the candidate
- dates and details of candidate reviews and feedback sessions

- assessment method(s) used
- dates of all assessments and their outcomes (that is, the decision whether the candidate has met the requirements or not) cross-referenced to the unit
- enough detail of the assessments to justify the decision made
- dates and outcomes of internal quality assurance
- action resulting from internal quality assurance
- candidate's achievement(s).

Candidates must record, on the relevant documents, all the evidence presented for assessment. These records will also be used by your centre assessor and internal quality assurance personnel to record assessment decisions. They can also be used to record progress towards the achievement of units.

Filling in these documents is an ongoing process, involving discussion and agreement between the candidate and their centre assessor. The candidate should fill in and keep the CAR while working towards their qualification. A centre assessor may help the candidate complete the CAR if necessary. It may be viewed by your centre's internal quality assurance personnel and OCR external verifier for sampling purposes as part of the quality assurance process.

The following forms are available to assist your centre and candidates as they work towards these qualifications.

## RD01 Candidate profile - mandatory

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This form records the critical information related to the candidate and the qualification they are entered for.

## RD02 Sample signatures of centre assessment team - mandatory

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This form records the signatures of the centre's assessment team so that the external verifier can verify the authenticity of signatures used on the centre's recording documents.

## RD03 Record of unit achievement - optional

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This form records the candidate's progress through their chosen units. There is one form per qualification, allowing candidates to track the units as they complete it.

## RD04 Index of evidence - optional

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This form records all of the assessed evidence and the method of assessment used for each piece of evidence. It will include each piece of evidence's reference code and where it can be found. It allows candidates and assessors to see at a glance where each piece of evidence can be found.

## RD05 Record of assessment planning - mandatory

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This form records when and how assessment planning took place. The use of this form can help to ensure that sufficient evidence will be produced to cover the assessment criteria and that a broad range of assessment methods will be used.

## RD06 Record of assessment feedback - mandatory

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This form records written feedback by the assessor to the candidate after an assessment has been carried out and records any planned actions. It can also be used to capture any feedback the candidate gives to the assessor.

## RD07 Record of internal quality assurance feedback - mandatory

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This form records written feedback given by the Internal Quality Assurer to Assessors on their practice. It can also be used to capture future actions and comments from the assessor.

## RD08 Record of witness/expert witness - optional

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This form records details of activities witnessed such as the type of activity undertaken and the date when the activity took place. It also provides opportunity to record the witness's status and contact details.

## RD09 Assessor record of observation/professional discussion/questioning - optional

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This form records the type of activity undertaken (e.g. observation, professional discussion), the assessment criteria covered by the activity, how the activity met the criteria. It also provides opportunity for the candidate to comment on the activity and outcome.

## RD10 Evidence record sheet - mandatory

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This form links the evidence in the CAR to the assessment criteria. As evidence for the unit is gathered, it should be listed down the left hand side of the form. Where possible, the candidate should complete the form; an assessor may help if necessary.

The candidate must sign the form to confirm that the work is their own. The assessor must also sign to confirm the candidate has met the assessment criteria. The IQA must sign the form if the unit is part of their sample for quality assurance purposes.

## RD11 Record of internal quality assurance – mandatory

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This form records the internal quality assurance activities carried out for a particular qualification. A separate form must be completed for each internal quality assurer working on the qualification. The form provides evidence that the internal quality assurer's sample has met the requirements of the sampling strategy.

## 6.21 Verification – how it works

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### Internal quality assurance

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It is your centre's responsibility to appoint internal quality assurance personnel (See section 5.4) to manage the internal quality assurance process.

The purpose of internal quality assurance is to make sure and show that assessment is valid, reliable and consistent, through monitoring and sampling assessment decisions.

For these qualifications you **must** carry out internal quality assurance to ensure that all candidates' evidence is assessed consistently to the required standard.

The IQA is responsible for:

- ensuring all assessors are assessing to the required standard
- ensuring all assessment decisions are fair, valid, reliable and consistent
- arranging regular standardisation meetings
- ensuring standardisation of work between assessors
- maintaining records of the outcome of standardisation activities
- advising centre assessors of any discrepancies in assessment
- suggesting ways in which assessment may be brought into line to meet the required standard.

## External verification

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We will allocate an external verifier who will visit your centre to verify assessments and internal quality assurance against the standards for the qualification and the OCR Criteria for Verified Qualifications.

The external verifier **must** interview candidates, centre assessors and internal quality assurance personnel during their visits.

For each external verification visit your centre must have available:

- the candidate assessment records (CAR) and evidence for all candidates claimed
- any candidate assessment records and evidence claimed by Direct Claims Status (DCS) since the last visit
- identified work-in-progress portfolios
- access to observe assessments taking place
- access to our on-line claim system (Interchange)
- as requested by the EV, candidates, centre assessors and internal quality assurance personnel; which may include any portfolios claimed for certification through Direct Claims Status (DCS)
- a copy of the external verifier's last visit report
- a sample signature list for all centre assessors and internal quality assurance personnel
- details of training, curriculum vitae and original certificates for new members of the assessment team or updated documents for existing assessment team members
- all **centre records**, see the next section for more details
- evidence of achieving action points and/or recommendations since the last external verifier visit,
- if recorded evidence is used, ensure all recordings and appropriate playback equipment is available.

## Centre records required for verification

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Your centre must make sure that internal quality assurance and candidate assessment records are available for external verification purposes. These records must be securely held by your centre for a minimum of three years following candidate achievement of the qualification (i.e. from the date of certification).

As a minimum these must record the following information:

- the candidate's name and location
- the title and level of the qualification they are taking
- the candidate's start date on the programme and confirmation of candidate entry
- the name of the centre assessor
- the name of the internal quality assurance personnel
- the date and outcome of the initial assessment of the candidate
- dates and details of candidate reviews and feedback sessions
- assessment method(s) used
- dates of all assessments and their outcomes (that is, the decision whether the candidate has met the requirements or not) cross-referenced to the unit
- enough detail of the assessments to justify the decision made
- an indication of the frequency, and reason for, the use of simulation, if used
- dates and outcomes of internal quality assurance
- action resulting from internal quality assurance
- candidate's achievement(s).

Records should show formative assessment decisions (ongoing decision making), summative assessment decisions and feedback to the candidate.

## OCR external verifier reports for centres

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Our external verifier will report against the OCR criteria for verified qualifications. Our external verifier will use the report to provide feedback to your centre and to OCR.

All EV reports are reviewed by OCR and their actions/recommendations are considered. The final decision on the application of any actions or recommendations lies with OCR.

If your centre is found to be non-compliant this will result in actions or sanctions being identified. If there is a sanction this will always result in one or more actions being identified for your centre to address.

If you wish to appeal a decision then you should follow the link to OCR's Administration area, [www.ocr.org.uk/administration/](http://www.ocr.org.uk/administration/).

## 6.22 Direct Claim Status (DCS)

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Centres who have achieved a high level of internal verification and management of the internal quality assurance systems are eligible for Direct Claims Status (DCS). This is when centres can claim certification for identified qualifications in between their external verifier visits. Centres consistently meeting all the required criteria and delivering high quality assessment for an individual qualification over approximately a twelve-month period could be awarded DCS. **Please see** the [OCR Administration area - Direct claim status](#) for more details.

### Critical points regarding Direct Claim Status

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- Certificates issued under 'Direct Claim' procedures will remain provisional until such time as they are confirmed through a verification visit.
- Centres must ensure that a verification visit takes place before the end date of a qualification and that all candidates are included at the final visit.
- Direct Claims Status will be withdrawn after the final visit has taken place for the qualification.
- Centres must keep assessment and quality assurance records relating to all candidates for at least three years from the date of the claim.
- The decision on whether DCS is awarded, retained or withdrawn lies with OCR.

## 6.23 Reporting suspected malpractice

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It is the responsibility of the Head of Centre<sup>1</sup> to report all cases of suspected malpractice involving centre staff or candidates. A JCQ Report of Suspected Malpractice form (JCQ/M1 for candidate suspected malpractice or JCQ/M2a for staff suspected malpractice) is available to download from the [JCQ website](#) and should be completed as soon as possible and emailed to [malpractice@ocr.org.uk](mailto:malpractice@ocr.org.uk).

When asked to do so by OCR, Heads of Centres are required to investigate instances of malpractice promptly and report the outcomes to OCR.

Further information regarding reporting and investigating suspected malpractice and the possible sanctions and penalties which could be imposed, is contained in the JCQ publication: *General and Vocational Qualifications – Suspected Malpractice in Examinations and Assessments*; this is available from the [JCQ website](#). Centres may also like to refer to the [OCR Website](#) for more details.

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<sup>1</sup> This is the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, e.g. the Head Teacher or Principal of a school/college. The Head of Centre accepts full responsibility for the correct administration and conduct of OCR exams

# 7 Support

## 7.1 Free resources

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The following materials are available on our website:

- Assessment documents for use in candidates' assessment records:
  - Evidence record sheet
  - Evidence summary record
  - Record of achievement
  - Observation record sheet
  - Witness list
  - Witness statement
  - Assessment planning/ decision/ feedback record
- Support documents:
  - FAQs
  - List of resources
  - Skills guide portfolio

Your centre should use these documents, or you are free to design alternative recording sheets for your candidates to use. See section 6.20 or the Administration area, <http://www.ocr.org.uk/administration/>.

## 7.2 Professional Development Programme

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As part of our teacher training we offer a broad range of courses. We're constantly looking for ways to improve the support we offer you and to make our professional development programme more accessible and convenient to all.

To find out more about professional development, please visit our website.

## 7.3 Documents and links

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OCR

OCR's Administration area <http://www.ocr.org.uk/administration/>

[What is malpractice?](#)

JCQ Publications at <http://www.jcq.org.uk>

*Access Arrangements and Reasonable Adjustments*

*Suspected Malpractice in Examinations and Assessments*

Ofqual at <http://ofqual.gov.uk/how-we-regulate/regulatory-documents/>

# 8 Certification

Candidates who achieve the full qualification will receive:

- a unit certificate listing the unit or units achieved, with their related credit value and the unit reference number(s), and
- a certificate stating the full qualification title and the qualification number.

Candidates who achieve one or more units but who do not meet the credit requirements for a full qualification will receive a certificate listing the units they have achieved along with their credit value.

## 8.1 Claiming certificates

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Certificates will be issued directly to your centre for successful candidates. In order to ensure that these are automatically issued, you must ensure that the OCR candidate number is **always** used where a candidate has already achieved one or more units. For more details refer to the Administration area, certificates, <http://www.ocr.org.uk/administration/>

## 8.2 Enquiries about results

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Under certain circumstances, you may wish to query the result(s) issued to one or more candidates.

To find out more about this, please refer to the JCQ Post-Results Services booklet and the Administration area, post results services, <http://www.ocr.org.uk/administration/>.

## 8.3 Replacement certificates

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For details on replacement certificates refer to the Administration area, certificates, <http://www.ocr.org.uk/administration/>.

# 9 Administration and other information

## 9.1 Administration

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For information on how to administer these qualifications please follow the link to OCR's Administration area, [www.ocr.org.uk/administration/](http://www.ocr.org.uk/administration/).

You will find all the details about how the qualifications run, what you need to do and when. It covers everything from becoming an OCR centre, to making entries, claiming certificates, special arrangements and contacting us for advice.

## 9.2 National Occupational Standards (NOS)

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These qualifications are directly relevant to the needs of employers and relate to the Leadership and Management National Occupational Standards (NOS).

## 9.3 Functional skills signposting

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Training provided for these qualifications may help to prepare candidates for functional skills assessment (e.g. report writing may be good preparation for English). It is likely however that further training would be needed to fully prepare candidates for functional skills assessment.

## 9.4 Avoidance of bias

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We have taken great care in the preparation of these qualifications to avoid bias of any kind. Special focus is given to eight strands of the Equality Act 2010 with the aim of ensuring both direct and indirect discrimination is avoided.

## 9.5 Regulatory requirements

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We will assess these qualifications in accordance with the qualifications regulator's General Conditions of Recognition.

## 9.6 Mode of delivery

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You are free to deliver these qualifications using any mode of delivery that meets the needs of your candidates. Whatever mode of delivery is used, You should ensure that appropriate physical resources are made available to candidates. Each unit will contain guidance on the resources required.

You should consider the candidates' complete learning experience when designing learning programmes. This is particularly important where candidates are studying part time alongside work commitments where candidates may bring with them a wealth of experience that should be utilised to maximum effect by your staff.

We do not specify the mode of study or a time limit for the achievement of these qualifications other than the last entry/last certification dates.

## 9.7 Unique Learner Numbers (ULN) and the Personal Learning Record (PLR)

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This is a personal ten-digit number, which is used to ensure learner achievement information can be provided to their Personal Learning Record (PLR). ULNs are provided and administered by the Learning Records Service (LRS).

Learners over the age of 14 in UK education or training can access the PLR using their ULN. Learners keep the same ULN to access their PLR throughout their lives and whatever their level of learning.

Candidates that claim certification for publically funded qualifications must have a valid ULN.

Where a candidate has a ULN, you must enter their ten digit number in the ULN field when making entries via Interchange. For candidates who do not have a ULN, a claim will still be accepted if you leave this field blank, but OCR will not be able to send these achievements to the PLR.

For more information, and to generate a ULN, please refer to the [Learning Records Service](#).

## 9.8 Recognition of Prior Learning (RPL)

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Recognition of prior learning (RPL) is the process for recognising learning that never received formal recognition through a qualification or certification. This includes knowledge and skills gained in school, college or university and outside formal learning situations. Evidence can draw on any aspect of a candidate's prior experience including:

- domestic/family life
- education
- training
- work activities
- voluntary activities.

We encourage the use of RPL and your centre should advise learners that they can bring forward any relevant learning (gained either informally or formally) so that it can be assessed against the assessment criteria specified in the unit, or units, the learner aims to complete. It is important that your centre make it clear to learners that the RPL process is concerned with how the learner has acquired the knowledge, understanding or skills, it does not mean the learner is exempt from the assessment e.g. mandatory exams, practical/theory tests or assignments.

The currency of knowledge and ability is often important when recognising skills and competences. Where assessment is devolved to centres through assignments or portfolio-building, centre staff must judge the relevance of prior learning in all its aspects (including currency) to the qualification being assessed, before we will quality assure and authorise certification.

Evidence obtained through the RPL process must be assessed, to the same rigorous quality as evidence obtained through any other process.

## 9.9 Accessibility

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There can be adjustments to standard assessment arrangements on the basis of the individual needs of candidates.

It is important, therefore, that centres identify as early as possible whether candidates have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and select an appropriate qualification or adjustment that will allow them to demonstrate attainment.

The responsibility for providing adjustments to assessment is shared between the centre and OCR. Please read the JCQ booklet *Access Arrangements and Reasonable Adjustments at* [www.jcq.org.uk](http://www.jcq.org.uk).

For further guidance on access arrangements and special consideration follow the link to the Administration area <http://www.ocr.org.uk/administration/>.

If the tutor/assessor thinks any aspect of these qualifications unfairly restricts access and progression, please email or call the OCR Customer Support Centre.

## 9.10 Wider issues

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These qualifications provide opportunities for you to develop candidates' understanding of wider issues: spiritual, moral, ethical, social, legislative, economic and cultural issues as well as an awareness of sustainable development, health and safety considerations and European developments consistent with international agreements.

### Spiritual, moral, ethical, social, legislative, economic and cultural issues

---

Tutors delivering a programme of learning leading towards these qualifications will have opportunities to develop candidates' understanding, for example through:

- Unit B11 candidates will monitor how equality, diversity and inclusion activities in own area of responsibility are in line with own organisation.
- Unit B8b: Ensure compliance with legal, regulatory, ethical and social requirements the rights of an individual to be informed of and to access data held about them by an organisation (Data Protection Act) and the Freedom of Information Act.

### Sustainable development, health and safety considerations and European developments, consistent with international agreements

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Tutors delivering a programme of learning leading towards these qualifications will have opportunities to develop candidates' understanding, for example through:

- Unit E9: Manage the environmental impact of work activities

# 10 Contacting us

## 10.1 Feedback and enquiries

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We aim to provide consistently great customer service and your feedback is invaluable in helping us to achieve our goal. For questions about our qualifications, products and services, please contact the [Customer Support Centre](#). To leave your feedback on the OCR website, people and processes please use our [feedback form](#).

**Write to:** Customer Support Centre  
OCR  
Progress House  
Westwood Way  
Coventry  
CV4 8JQ

Telephone: 024 76 851509  
Email: [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

Alternatively, you could visit OCR's website at [www.ocr.org.uk](http://www.ocr.org.uk) for further information about OCR qualifications.

## 10.2 Complaints

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We are committed to providing a high quality service but understand that sometimes things can go wrong. We welcome your comments and want to resolve your complaint as efficiently as possible. To make a complaint please follow the process set out on our [website](#).

# 11 Key updates to this handbook

Section	Title of section and change	Version and date issued
6	6.20 Candidate cumulative assessment record 6.22 Direct Claim Status (DCS)	Version 3 January 2019
10	Contacting us - information updated	
All sections	<p>Amended reference to the Admin Guide to the new Administration area on the <a href="#">OCR website</a> and removed the section on administration arrangements.</p> <p>References to the Qualifications and Credit Framework (QCF) have been changed to Regulated Qualifications Framework.</p> <p>Updated contact information in the event of any queries concerning the units or assessment.</p> <p>Where there is reference to the OCR Level 3 NVQ Certificate in Management the following text has been added: <b>(last date to make entries is 31/08/2017)</b></p>	Version 2 June 2017
1	The following information has been updated: 1.3 Delivery in Wales and Northern Ireland 1.4 Funding	
6	6.2 Information added about data protection 6.8 Resubmitting work for assessment 6.23 Reporting suspected malpractice	
9	9.7 Unique Learner Numbers and the Personal Learning Record 9.8 Recognition of prior learning 9.9 Access arrangements and special consideration	
10	Contacting us - information updated	
	Administration arrangements – section deleted	