

Supporting Teaching and Learning in Schools

OCR Level 2 Certificate in Supporting Teaching and Learning in Schools

Scheme code 04465

OCR Level 2 Certificate in Supporting the Wider Curriculum in Schools

Scheme code 04466

Contents

1	Introduction	4
1.1	The OCR Supporting Teaching and Learning suite of qualifications	4
1.2	Administration arrangements for these qualifications	4
1.3	What is the Qualifications and Credit Framework (QCF)?	5
1.4	If centre staff have queries	5
1.5	Documentation updates	5
2	General information	6
2.1	Qualification profile	6
2.2	Target market	8
2.3	Qualification aims	8
2.4	Entry requirements	8
2.5	Unique Learner Number (ULN)	9
2.6	Progression opportunities	9
2.7	Supporting OCR candidates	9
2.8	Wider issues	10
2.9	Guided learning hours	10
2.10	Funding	10
2.11	Mode of delivery	11
2.12	Resources	11
2.13	Delivery in Wales and Northern Ireland	11
2.14	Access arrangements and special consideration	12
2.15	Results enquiries and appeals	12
2.16	Centre malpractice guidance	12
3	Assessment	13
3.1	Assessment: How it works	13
3.2	Assessment and the Data Protection Act	13
3.3	Initial assessment of candidates	13
3.4	Assessment planning	14
3.5	Making assessment decisions	14
3.6	Methods of assessment	15
3.7	Examining the evidence	16
3.8	Observation	17
3.9	Questioning	17
3.10	Professional discussion	18
3.11	Witness testimonies	18
3.12	Personal statements	19
3.13	Performance evidence	19
3.14	Generation and collection of evidence	19
3.15	Where evidence comes from	19
3.16	Real work	20
3.17	Simulation	20
3.18	Medium that can be used	20
3.19	Amount of evidence needed	20
3.20	Cumulative assessment record (CAR)	21

3.19	Verification – how it works	21
4	Assessor and Internal Verifier Requirements	24
4.1	Assessment Centre Requirements	24
4.2	Assessors	25
4.3	Internal verifiers	26
5	Certification	27
5.1	Claiming certificates	27
5.2	Replacement certificates	27
6	Qualification structure and units	28
6.1	Qualification structure	28
6.2	Unit format	31
6.3	Units	33
7	Administration arrangements	34
7.1	Overview of full process	34
8	Guidance For Candidates	35
8.1	What are the Level 2 Certificates in Supporting Teaching and Learning in Schools and Supporting the Wider Curriculum in Schools?	35
8.2	What do I have to do to achieve these qualifications?	35
8.3	What if I cannot gain enough credits for a full qualification?	39
8.4	How do I know that these qualifications are right for me?	40
8.5	How are the units assessed?	40
8.6	Do I need to pass all of the units?	40
8.7	Can my work for these qualifications prepare me for my Functional Skills?	40
9	Mapping and Signposting	41
9.1	National Occupational Standards (NOS) Mapping	41
9.2	Functional skills signposting	41
10	Further Support and Information	42
10.1	Enquiries	42
10.2	Results enquiries	42
10.3	Customer feedback	42
10.4	OCR Training Events	43
10.5	OCR Publications	43
10.6	Documents related to these qualifications	43
11	Glossary	44

1 Introduction

This centre handbook provides information for centre staff involved in the planning, delivery and assessment of the following qualifications which have been accredited onto the Qualifications and Credit Framework (QCF).

OCR Level 2 Certificate in Supporting Teaching and Learning in Schools

The OCR scheme code for this qualification is 04465

OCR Level 2 Certificate in Supporting the Wider Curriculum in Schools

The OCR scheme code for this qualification is 04466

It is important that centre staff involved in the delivery of the above qualifications understand the requirements laid down in this handbook. Centres should therefore ensure that all staff involved in the delivery of these qualifications have access to this document.

1.1 The OCR Supporting Teaching and Learning suite of qualifications

The OCR Supporting Teaching and Learning suite of qualifications provides candidates with high quality, nationally recognised qualifications. They are vocationally-related, credit-based qualifications that provide valuable opportunities for individuals to develop skills, gain underpinning knowledge and understanding and demonstrate competence in the workplace or provide progression to the Level 3 Supporting teaching and Learning in Schools qualifications. They support achievement of Key Skills/Functional Skills/Essential Skills and relate to national occupational standards (NOS).

The awarding body for these qualifications is Oxford Cambridge and RSA Examinations (OCR) and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual).

These qualifications have been accredited onto the Qualifications and Credit Framework (QCF). They are endorsed by the TDA, the national agency and recognised sector body responsible for the training and development of the school workforce.

1.2 Administration arrangements for these qualifications

A separate publication, the *Admin guide: Vocational Qualifications (A850)*, provides details of the administration arrangements for these qualifications. The Admin Guide is available to download from our website: www.ocr.org.uk.

1.3 What is the Qualifications and Credit Framework (QCF)?

The QCF is a unit and credit-based regulatory framework which replaces the National Qualifications Framework (NQF). It is a way of recognising skills and qualifications by awarding credit for qualifications and units achieved.

1.4 If centre staff have queries

This Centre Handbook and the Admin Guide contain all the information needed to deliver and administer these qualifications. If centre staff have any queries about these qualifications that are not answered in these publications, they should refer to the section [Further support and information](#) for details of who to contact. Support is also available on the OCR webpages for these qualifications.

1.5 Documentation updates

The information provided in this handbook was correct at the time of production. Occasionally OCR may update this information. Please refer to the qualification webpages at www.ocr.org.uk for details regarding updates to these qualifications. The latest version of this handbook is available to download from the OCR website.

2 General information

2.1 Qualification profile

Title	OCR Level 2 Certificate in Supporting Teaching and Learning in Schools			
OCR code	04465			
QAN	501/0432/9 (Qualification Accreditation Number)			
Level	This qualification has been accredited on to the Qualifications and Credit Framework (QCF) at Level 2			
Qualification structure	<p>The credit required for this qualification is 30 credits.</p> <p>Candidates must achieve all 24 credits from mandatory group A, and 6 credits from optional groups.</p> <p>A minimum of 24 credits must be achieved at Level 2; the remaining credits can be at level 2 or 3.</p>			
Age group approved	Pre-16	16-18	18+	19+
		ü	ü	ü
This qualification is suitable for	This qualification is for those members of the school workforce who directly support the teaching and learning of pupils.			
Entry requirements	There are no formal entry requirements for this qualification.			
Assessment	<p>These qualifications are pass/fail.</p> <p>These qualifications are internally assessed by centre staff and externally verified by OCR Assessors.</p>			
Funding	<p>For details on eligibility for public funding please refer to the following websites:</p> <p>http://www.dcsf.gov.uk/section96/</p> <p>http://skillsfundingagency.bis.gov.uk/</p>			
Performance figures	<p>For information on this qualification's contribution to performance measurement please see the Ofqual's National Database of Accredited Qualifications (NDAQ): http://www.accreditedqualifications.org.uk</p>			
Last date to enter candidates	<p>This is the operational end date for the qualification.</p> <p>We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our last entry/certification notification.</p>			

Title	OCR Level 2 Certificate in Supporting the Wider Curriculum in Schools			
OCR code	04466			
QAN	501/0041/5 (Qualification Accreditation Number)			
Level	This qualification has been accredited on to the Qualifications and Credit Framework (QCF) at Level 2			
Qualification structure	<p>The credit required for this qualification is 20 credits.</p> <p>Candidates must achieve all 14 credits from mandatory group A, and 6 credits from optional groups.</p> <p>A minimum of 17 credits must be achieved at Level 2; the remaining credits can be at level 2 or 3.</p>			
Age group approved	Pre-16	16-18	18+	19+
		ü	ü	ü
This qualification is suitable for	This qualification has been developed to meet the needs of those working as midday assistants/supervisors or who support the wider activities of the school such as before and after school clubs.			
Entry requirements	There are no formal entry requirements for this qualification.			
Assessment	<p>These qualifications are pass/fail.</p> <p>These qualifications are internally assessed by centre staff and externally verified by OCR Assessors.</p>			
Funding	<p>For details on eligibility for public funding please refer to the following websites:</p> <p>http://www.dcsf.gov.uk/section96/</p> <p>http://skillsfundingagency.bis.gov.uk/</p>			
Performance figures	<p>For information on this qualification's contribution to performance measurement please see the Ofqual's National Database of Accredited Qualifications (NDAQ): http://www.accreditedqualifications.org.uk</p>			
Last date to enter candidates	<p>This is the operational end date for the qualification.</p> <p>We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our last entry/certification notification.</p>			

2.2 Target market

Members of the school workforce who directly support the teaching and learning of pupils or those working as midday assistants/supervisors or who support the wider activities of the school such as before and after school clubs.

2.3 Qualification aims

OCR Level 2 Certificate in Supporting Teaching and Learning in Schools

This qualification is for those members of the school workforce who directly support the teaching and learning of pupils. The qualification incorporates the units in the Level 2 Award in Support work in schools and adds competency based units to reflect the role of those supporting pupils' learning. The Certificate covers the skills and knowledge of the current level 2 NVQ in Supporting Teaching and Learning in schools.

OCR Level 2 Certificate in Supporting the Wider Curriculum in Schools

This qualification has been developed to meet the needs of those working as midday assistants/supervisors or who support the wider activities of the school such as before and after school clubs. It incorporates the units in the level 2 Award and shares units with the Certificate in Supporting Teaching and Learning, recognising that many in teaching assistant roles also undertake midday duties. This qualification has fewer credits than the Certificate in Supporting Teaching and Learning (STL) and candidates who later progress to a teaching assistant role will be able to gain the STL certificate through the achievement of credit from specified additional units.

2.4 Entry requirements

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 the requirements of the qualification and match them to the needs and capabilities of individual candidates before entering them as candidates for one of these qualifications.

There are no formal requirements for entry to these qualifications.

2.5 Unique Learner Number (ULN)

It is an Ofqual requirement that Awarding Bodies must capture the Unique Learner Number (ULN) for all candidates who have claimed certification for OCR Level 2 Certificate in Supporting Teaching and Learning in Schools / OCR Level 2 Certificate in Supporting the Wider Curriculum in Schools. Where a candidate has a ULN, you should enter their number in the ULN field of the entry form. 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 Diploma Aggregation Service. Further information about this can be found in the *Admin guide: Vocational Qualifications (A850)* available to download from www.ocr.org.uk.

2.6 Progression opportunities

These qualifications have been designed to encourage progression

Learners may progress from these qualifications to a number of OCR Supporting Teaching and Learning and Administration based qualifications that allow suitable progression routes. For example, successful candidates could progress to the Level 3 Award/Certificate/Diploma in Supporting Teaching and Learning in Schools. In addition, successful completion of the qualification could lead to progression within employment, including Higher Level Teaching Assistant Status.

Alternatively, learners may wish to undertake other courses as offered by local education authorities for schools, staff development training or other Level 2 or 3 qualifications available in the QCF.

The OCR website www.ocr.org.uk provides further details of progression opportunities, as does the TDA website.

2.7 Supporting OCR candidates

Centres should ensure that 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.

Centre staff should provide guidance to candidates on the assessment process and help candidates prepare for assessment. Full details on how the units are assessed are in sections 3 and 6 of this centre handbook.

2.8 Wider issues

These qualifications provide potential for centres to develop candidates' understanding of spiritual, moral, ethical, social and cultural issues and heighten candidates' awareness of environmental issues, health and safety considerations and European developments.

Spiritual, moral, ethical, social and cultural issues

Centre staff delivering a course that supports these qualifications would have opportunities to address spiritual, moral, ethical, social and cultural issues. For example, in Level 2 Unit 1 candidates will need to understand child development and factors affecting this. Level 2 Unit 3 covers issues around equality, diversity and inclusion in work with children and young people. Level 3 units cover similar issues including safeguarding the well being of children and young people.

Environmental issues, health and safety considerations and European developments

Centre staff delivering a course that supports these qualifications may have opportunities to address environmental issues, health and safety considerations and European developments depending on the method of delivery/choice of teaching materials.

Centre staff delivering a course that supports these qualifications may have opportunities to address environmental issues, health and safety considerations and European developments depending on the method of delivery/choice of teaching materials.

2.9 Guided learning hours

Each of the units in these qualifications are allocated a number of guided learning hours (glh) which indicates the approximate number of hours for teacher supervised or directed study time and assessment. Information on unit glh for this qualification is given in section 6.

2.10 Funding

These qualifications are accredited at Level 2 of the Qualifications and Credit Framework and are eligible for funding under Section 96 and/or Skills Funding Agency. For details on eligibility for public funding please refer to the following websites:

<http://www.dcsf.gov.uk/section96/>

<http://skillsfundingagency.bis.gov.uk/>

2.11 Mode of delivery

OCR does not specify the mode of study or specify a time limit for the achievement of these qualifications other than the expiry dates for entry and certification laid down by the regulatory authorities detailed in the qualification profiles.

Centres are free to deliver these qualifications using any mode of delivery that meets the needs of their candidates. Whatever mode of delivery is used, centres must ensure that candidates have appropriate access to the resources identified below.

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

2.12 Resources

OCR strongly advises that teaching and development of subject content and associated skills be referenced to real vocational situations, through the utilisation of appropriate work-based contact, vocationally experienced delivery personnel, and real life case studies.

Candidates should be encouraged to read around the subject and have an appropriate knowledge of the application of the appropriate legislation (eg Health and Safety).

Staff conducting assessment must understand fully the requirements of these qualifications. Centres should ensure that appropriate physical resources are made available to candidates.

Centres will need to provide appropriate assessment facilities for candidates that comply with the regulations laid down by OCR in the *Admin guide: Vocational Qualifications (A850)* and the *JCQ Instructions for Conducting Examinations*, available on the OCR website www.ocr.org.uk.

Centres will need to meet the above requirements when they seek centre approval from OCR.

2.13 Delivery in Wales and Northern Ireland

The specification for these qualifications has only been approved by Ofqual for delivery in England during the life of the qualifications.

2.14 Access arrangements and special consideration

Adjustments to standard assessment arrangements are made 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 one which is shared between OCR and the centre. Centre staff should consult the Joint Council of Qualifications' (JCQ) booklet *Access Arrangements, Reasonable Adjustments and Special Consideration* www.jcq.org.uk.

This document should also be referred to for those candidates who may require a post examination adjustment, special consideration (to reflect temporary illness, indisposition or injury), at the time of the examination/assessment.

For further guidance on access arrangements and special consideration please refer to OCR's *Admin guide: Vocational Qualifications (A850)* on the OCR website www.ocr.org.uk.

2.15 Results enquiries and appeals

Please refer to the *Admin guide: Vocational Qualifications (A850)* which can be downloaded from the OCR website www.ocr.org.uk.

2.16 Centre malpractice guidance

It is the responsibility of the Head of Centre* to report (in writing) all cases of suspected malpractice involving centre staff or candidates, to the OCR Standards Division.

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

Further information is contained in the JCQ publication: *Suspected Malpractice in Examinations and Assessments* which is available from www.jcq.org.uk together with OCR's *Malpractice Procedures – A Guide for Centres*.

* The Head of Centre is defined as the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, eg the Principal of a College, the Head Teacher of a school, the Managing Director of a Private Training Provider or the Group Training Manager of a major company.

3 Assessment

3.1 Assessment: How it works

In order for candidates to be able to effectively progress towards meeting the requirements of each assessment criterion, teachers/tutors must make sure that the supporting knowledge, understanding and skills requirements for each criterion are fully addressed. The identified knowledge, understanding and skills in the unit are not exhaustive and may be expanded upon or tailored to particular contexts to 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, through the utilisation of appropriate work-based contact, vocationally experienced delivery personnel, and real life case situations.

When assessors are satisfied that the candidate has met all of the requirements for a unit, they must confirm this by signing an evidence record sheet for that unit to show that the assessment process is complete.

3.2 Assessment and the Data Protection Act

It is the centre's responsibility to ensure that candidates comply with the Data Protection Act when producing evidence for summative assessment. More information about the candidate's responsibility is available in section 3.13.

3.3 Initial assessment of candidates

It is important for centres to carry out some form of initial assessment that identifies what competence and knowledge a candidate already has and the gaps that they need to look at. This will help plan the assessment because it allows assessors to help candidates understand the best place to start collecting evidence. It will also identify units which candidates might have difficulty finishing.

3.4 Assessment planning

Assessors must take responsibility for assessment planning with candidates. This will involve agreeing a number of issues with candidates including:

- finding the best source of evidence to use for particular units
- finding the best way of assessing the candidate
- confirming the best times, dates and places for the assessments to take place.

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

3.5 Making assessment decisions

It is not necessary for candidates to meet all the criteria every time they carry out an activity but **it is necessary that all candidates produce their own evidence to meet all assessment criteria.** They must consistently provide enough evidence for assessors to believe that the candidate is competent in their working environment.

In line with the Learning and Development Standard 9 Assess learner achievement, assessors should:

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

They should also be satisfied that the candidate has demonstrated competence when meeting the assessment criteria.

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

Full details of the administration arrangements associated with these qualifications are included in the *Admin guide: Vocational Qualifications (A850)* which can be downloaded from the OCR website www.ocr.org.uk.

3.6 Methods of assessment

It is the assessor's 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 to the needs of the candidate.

Valid

A valid assessment method is one that 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 also be compromised if a candidate does not understand what is required of them. For example, one valid method of assessing a candidate's knowledge and understanding is to question them. If the questions posed are difficult for the candidate to understand (not in terms of the content but the way they are phrased, for example), the validity of the assessment method is questionable.

As well as assessment methods being valid, the evidence presented must also be valid. For example, it would not be appropriate to present an organisation's policy on "child protection" as evidence towards the requirement of unit 2. It may be more appropriate for the candidate and assessor to have a discussion about the policy and for the candidate to explain how it is relevant, illustrated with examples from their work of their compliance to the requirements. This discussion could then be assessed by the assessor and recorded as evidence.

Reliable

A reliable method of assessment will produce consistent results for different assessors on each assessment occasion. Internal verifiers must make sure that all assessors' decisions are consistent.

Safe and manageable

Assessors and internal verifiers must make sure that the assessment methods are safe and manageable and do not put unnecessary demands on the candidate and/or the organisation they work for.

Suitable to the needs of the candidate

OCR has tried to make sure that achievement of these qualifications are free from constraints outside the requirements of the candidate's job role.

For candidates who have access requirements please see section 2.14 of this handbook.

If centre staff think that any aspect of these qualifications unfairly restricts access and progression, they should talk to their OCR external verifier about this.

OCR in partnership with the Training Development Agency and other awarding bodies have identified the following main assessment methods which are suitable for these qualifications:

- **direct observation** of practice by a qualified assessor or by the expert witness for occupational specific units
- **examining the evidence** by an assessor
- **questioning** the candidate or witness by an assessor
- **inference of knowledge** from direct observation.

In some situations, the assessor can speak to the candidate to provide evidence of the candidate's performance and knowledge (see [Professional discussion](#)).

3.7 Examining the evidence

Only approved and qualified assessors (see [Assessor and internal verifier requirements](#)) may examine the evidence for the assessment of these qualifications.

Evidence can:

- reflect how the candidate carried out the process
- be the product of a candidate's work
- be a product relating to the candidate's competence.

For example:

The process that the candidate carries out could be recorded in an observation or witness testimony. It is the assessor's responsibility to make sure that the evidence a candidate submits for assessment meets the requirements of the qualification.

The product of a candidate's work could be, for example email messages from to or from colleagues, project reports, case studies, 'what if' questions, reflective accounts, professional discussions, written assignments. After the assessor has examined the evidence, the assessor must record an assessment decision and the justification for the decision. The assessor should also give feedback to the candidate.

3.8 Observation

Only approved and qualified assessors (see [Assessor and internal verifier requirements](#)) may carry out observations for the assessment of these qualifications.

The assessor and candidate should plan observations together but it is the assessor's responsibility to record the observation properly.

After the observation has taken place, the assessor needs to record an assessment decision and the justification for the decision. The assessor should also give feedback to the candidate.

3.9 Questioning

Only approved and qualified assessors (see [Assessor and internal verifier requirements](#)) may question a candidate or witness for the assessment of these qualifications.

Questioning the candidate is normally an ongoing part of the assessment process, and 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 processes a candidate has gone through.

Assessors should ask open questions; that is questions where the candidate has to give an answer (other than 'yes' or 'no'). Assessors should also be careful to avoid complicated questions which may confuse the candidate.

It is important that assessors record assessment decisions after they have questioned the candidate. They must record enough information to justify the decisions they make. This does not mean that assessors must record, word for word, the questions put to the candidate and the answers the candidate gives. However, assessors must record enough information about what they asked and how the candidate replied to allow the assessment to be verified.

Questioning witnesses is normally an ongoing part of validating written witness statements. However, questioning witnesses should not just be used for this purpose. Assessors should be able to speak to witnesses and record, in whatever way is suitable, the verbal statements of these witnesses. A record of verbal statement is a form of witness statement and could provide valuable evidence to confirm a candidate's competence over a period of time.

3.10 Professional discussion

Professional discussion is a structured, planned and in depth discussion recorded by the 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 assessor should guide the discussion by using open questioning, active listening and knowledge of the standards.

3.11 Witness testimonies

Witness testimonies can be used as evidence of a candidate's performance. Such testimonies could be made verbally to the assessor or could be written in a short note.

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

- the candidate's name
- the date, time and venue of the activity carried out
- a description of the activities performed by the candidate
- the date of writing the testimony
- a description of the witness' relationship to the candidate
- their signature and job title
- their contact details (such as telephone number).

It is not appropriate for witness testimonies to contain a list of the skills to which it relates. Witnesses must direct the information in their testimonies to describing what the candidate did. The assessor will then judge whether the candidate's activities demonstrate competence to the standards. It is not acceptable for candidates to produce written witness testimonies for witnesses to sign, to support a qualification they are working towards.

3.12 Personal statements

This is a candidate's own account of what they did, backed up by reference to evidence or witnesses. Candidates can also produce logs or diaries, reflective accounts, but someone who can authenticate them as a true account of what took place must countersign these.

3.13 Performance evidence

Performance evidence provides proof of what a candidate can do. Sometimes, performance evidence can also provide evidence of what a candidate knows. Performance evidence can take the form of the following:

- products or outcomes of the candidate's work (for example, things that the candidate produced or worked on). The evidence presented for assessment may be the actual product or a record of the product
- if group work is used as evidence, the candidate's contribution must be identified clearly. Other products (for example, company policies) may have been reproduced by someone else but relate to the candidate and their competence
- proof of the way the candidate carried out their work (that is, the process they went through). An assessor's observation of a candidate or a witness' testimony both provides performance evidence and would be suitable for these qualifications.

3.14 Generation and collection of evidence

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.

3.15 Where evidence comes from

Evidence may come from a number of different sources, for example:

- performance evidence may come from a candidate carrying out workplace activities
- knowledge evidence may come from a candidate carrying out workplace activities or from the candidate answering the assessor's questions.

3.16 Real work

The qualifications require that all assessment of the competence based units must take place within the workplace, and that observation should be of naturally occurring practice within the candidate's work role. This will include the demonstration of the application of knowledge.

3.17 Simulation

Simulation is not allowed. However, where access to assessment is jeopardised by this, guidance should be sought from OCR who will decide the issue in conjunction with the Training Development Agency for Schools (TDA).

3.18 Medium that can be used

Evidence can take many forms, for example, photographs, videos, audio tapes, CD-ROMs and paper-based or digitally formatted documents.

3.19 Amount of evidence needed

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 assessors.

For a candidate to be judged competent in a unit, the evidence presented must satisfy all the assessment requirements and assessment criteria.

The quality and breadth of evidence provided should determine whether an assessor is confident that a candidate is competent or not. Assessors must be convinced that candidates working on their own can work independently to the required standard.

OCR may accept some evidence from candidates who have been assessed in a language other than English, Welsh or Irish as long as there is enough evidence to show that candidates are competent in English, Welsh or Irish to the standard required for competent performance throughout the UK.

3.20 Cumulative assessment record (CAR)

As well as collecting evidence, candidates must record all their assessed evidence in their personal **cumulative assessment record (CAR)**. The CAR is the candidate's record of what evidence has been accepted as proof of competence and where that evidence can be found. It can also be used to record progress towards, and achievement of units.

Filling in the CAR is an ongoing process involving discussion and agreement between the candidate and their assessor. The candidate should fill in and keep the CAR while working towards their qualification. An assessor may help the candidate complete the CAR if necessary.

Centres can design their own recording documents if they want to. You should talk about any document you want to use with your external verifier before you use them. OCR's publication *Admin guide: Vocational Qualifications (A850)* includes information and criteria for designing recording documents.

3.19 Verification – how it works

Internal verification

It is the centre's responsibility to appoint an internal verifier to manage the internal verification process. The purpose of internal verification is to make sure and show that assessment is valid and consistent, through monitoring and sampling assessment decisions.

The role of the internal verifier is more fully explained in the *Administrative Guide to Vocational Qualifications (A850)*.

External verification

OCR will allocate an external verifier who will visit the centre to verify assessments and internal verification.

External verifiers will want to interview candidates, assessors and internal verifiers during their visits. Assessment records and evidence for all candidates must also be available for verifiers to see if they ask to. It is the assessor's (and not the internal or external verifiers') responsibility to 'sign off' each unit of competence.

Centres should have the following available for each external verification visit:

- a list of candidates registered for these qualifications, together with their achievements to date plus certification records
- access to evidence (for example, up-to-date portfolios) and CARs
- access to OCR on-line claim system (Interchange)

- relevant assessors and selected candidates as requested by the external verifier (EV), including those whose certificates have been claimed through Direct Claims Status (DCS)
- all portfolios (access to evidence) relating to certificates claimed through DCS
- a copy of the external verifier's last visit report
- a sample signature list for all assessors and internal verifiers
- details of training and curriculum vitae for new members of the assessment team
- all **centre records** (see **Centre records – assessment and verification** for more details)
- evidence of achieving action points since the last external verifier visit
- notes of any action carried out due to particular points mentioned by an external verifier in any correspondence since their last visit
- recommendations to the external verifier
- if recorded evidence is used, ensure all recordings and appropriate playback equipment is available.

Centre records – assessment and verification

A centre must make sure that assessment and verification records are available for external verification purposes. Assessment and/or internal verification records must record the following minimum information:

- candidate's name and location
- the title and level of the qualification they are taking
- candidate's start date on the programme and confirmation of registration with OCR
- name of the assessor
- name of the internal verifier
- date and outcome of the initial assessment of the candidate
- dates and details of candidate reviews and feedback sessions
- 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 assessment to justify the decision made

- an indication of the use of simulation, if used
- dates and outcomes of internal verification
- action resulting from internal verification
- certification.

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

4 Assessor and Internal Verifier Requirements

4.1 Assessment Centre Requirements

The Assessment Centre must:

- Ensure that there are a sufficient number of people either trained or qualified to assess the number of candidates they anticipate to register
- Ensure that there are a sufficient number of people either trained or qualified to internally verify for the number of candidates and assessors
- Put verification systems and internal verifiers in place to ensure that all assessments are valid, reliable, authentic and sufficient and provide quality assured training for those people identified as being responsible for verification
- Ensure that there is a system of standardisation in place to ensure that all assessments are consistent and fair

The occupational expertise of those undertaking the roles of assessment and internal verification is one of the key factors underpinning valid, fair and reliable assessment. The integrity of assessments and verifications is of paramount importance. Centres must ensure that there is sufficient time to conduct effective assessment and internal verification.

- Assessment decisions for criteria that must be assessed in the workplace, as identified in unit assessment requirements, must be made in a real work environment by an occupationally competent assessor.
- Assessment decisions for criteria that must be assessed in the workplace (competence based assessment criteria) must be made by an assessor with the expertise to make assessment decisions.
- Competence based assessment must include direct observation as the main source of evidence.
- Simulation may only be utilised as an assessment method for competence based assessment criteria where this is specified in the assessment requirements of the unit.
- Expert witnesses can be used for direct observation where:
 - they have occupational expertise for specialist areas, or
 - the observation is of a particularly sensitive nature.

The use of expert witnesses should be determined and agreed by the assessor.

- Assessment of criteria not identified in the unit assessment requirements as requiring assessment in the workplace may take place in or outside of a real work environment.
- Assessment decisions for knowledge based assessment criteria must be made by an occupationally knowledgeable assessor.

Assessment decisions for knowledge based assessment criteria must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

4.2 Assessors

Definitions

Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Occupationally knowledgeable:

This means that each assessor should have relevant knowledge and understanding, and be able to assess this in units:

- designed to test specific knowledge and understanding, or
- where knowledge and understanding are components of competency.

This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

Qualified to make assessment decisions:

Awarding Organisations must ensure that those making assessment decisions have the necessary expertise to do so, which may include having, or be working towards, appropriate qualifications, these would include D32/33, A1/ QCF Award in Assessing Competence in the Work Environment.

Expert witness:

An expert witness must:

- have a working knowledge of the QCF units for which they are providing witness testimony
- be occupationally competent in their area of expertise
- have EITHER any qualification that includes assessment of workplace performance AND/OR a professional work role which involves evaluating the everyday practice of staff

4.3 Internal verifiers

Internal Verification is an activity that can be performed by a dedicated individual or as part of an individual's wider role. All Internal verifiers must:

- be qualified as a verifier (either V1, D34 or QCF Award in the Internal Quality Assurance of Assessment Processes and Practice)
- be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. IVs must also sample the assessment process and resolve differences and conflicts on assessment decisions.
- Ensure that assessment has been carried out by persons who are occupationally competent within the area they are assessing.
- maintain their occupational knowledge by actively engaging in continuous professional development activities in order to keep up-to-date with developments within the sector.

5 Certification

Candidates who achieve the full qualification will receive:

- a certificate listing the unit achieved with their related credit value, and
- a certificate giving the full qualification title

OCR Level 2 Certificate in Supporting Teaching and Learning in Schools

or

OCR Level 2 Certificate in Supporting the Wider Curriculum in Schools

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

5.1 Claiming certificates

Certificates will be issued directly to the centre for successful candidates. In order to ensure that these are automatically issued centres must ensure that the OCR candidate number is **always** used where a candidate has already achieved one or more units. See the *Admin guide: Vocational Qualifications (A850)* for full details.

5.2 Replacement certificates

If a replacement certificate is required a request must be made to the OCR Operations Division on 024 76 470033, or in writing to the Coventry office, and an application form with further instructions will be sent. A charge will be made for a replacement certificate.

6 Qualification structure and units

6.1 Qualification structure

Candidates do not have to achieve units in any particular order and teachers/tutors should tailor learning programmes to meet individual candidate needs. It is recommended that, wherever possible, centres adopt a holistic approach to the delivery of these qualifications and identify opportunities to link the units and different subjects.

If a candidate is not able to complete the full qualification, their achievements will be recognised through the issue of a unit certificate listing the units achieved.

OCR Level 2 Certificate in Supporting Teaching and Learning in Schools

(Qualification Accreditation Number 501/0432/9)

To achieve this qualification, candidates must achieve a total of 30 credits made up as follows:

Candidates must achieve all 24 credits from mandatory group A, and 3 credits from each of groups B and C.

The following table contains the groups of mandatory and optional units.

Group A: Mandatory Units

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
1	TDA 2.1	Child and young person development	H/601/3305	2	2	15
2	TDA 2.2	Safeguarding the welfare of children and young people	K/601/3323	3	2	20
3	TDA 2.3	Communication and professional relationships with children, young people and adults	F/601/3313	2	2	15
4	TDA 2.4	Equality, diversity and inclusion in work with children and young people	D/601/3321	2	2	15
7	TDA 2.6	Help improve own and team practice in schools	T/601/7391	3	2	15
8	TDA 2.7	Maintain and support relationships with children and young people	D/601/7403	3	2	15
9	TDA 2.8	Support children and young people's health and safety	T/601/7410	3	2	15
10	TDA 2.9	Support children and young people's positive behaviour	T/601/7407	2	2	15
11	TDA 2.10	Support learning activities	A/601/7411	4	2	25

Group B: Optional Units

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
5	TDA 2.5	Schools as organisations	T/601/3325	3	2	20
6	TDA 3.2	Schools as organisations	A/601/3326	3	3	15

Group C: Optional Units

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
12	TDA 2.11	Contribute to supporting bilingual learners	L/601/7414	2	2	12
13	TDA 3.9	Invigilate tests and examinations	Y/601/7416	3	3	19
14	TDA 2.12	Prepare and maintain learning environments	D/601/7417	3	2	18
15	TDA 2.13	Provide displays in schools	K/601/6500	3	2	15
16	TDA 3.7	Support assessment for learning	A/601/4072	4	3	20
17	TDA 2.14	Support children and young people at meal or snack times	A/601/6517	3	2	18
18	TDA 2.15	Support children and young people with disabilities and special educational needs	D/601/6526	4	2	26
19	TDA 2.16	Support children and young people's play and leisure	T/601/6564	3	2	16
20	TDA 2.17	Support children and young people's travel outside of the setting	Y/601/6573	3	2	22
21	TDA 2.18	Support extra-curricular activities	M/601/6577	3	2	15
22	TDA 2.19	Support the use of information and communication technology for teaching and learning	A/601/6579	2	2	12
23	HSC 2028	Move and position individuals in accordance to their plan of care	J/601/8027	4	2	26
24	HSC 2001	Provide support for therapy sessions	D/601/9023	2	2	14

OCR Level 2 Certificate in Supporting the Wider Curriculum in Schools

(Qualification Accreditation Number 501/0041/5)

To achieve this qualification, candidates must achieve a total of 20 credits made up as follows:

Candidates must achieve all 14 credits from mandatory group A, and 3 credits from each of groups B and C.

A minimum of 17 credits must be achieved at Level 2; the remaining credits can be at level 2 or 3.

The following table contains the groups of mandatory and optional units.

Group A: Mandatory Units

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
1	TDA 2.1	Child and young person development	H/601/3305	2	2	15
2	TDA 2.2	Safeguarding the welfare of children and young people	K/601/3323	3	2	20
3	TDA 2.3	Communication and professional relationships with children, young people and adults	F/601/3313	2	2	15
4	TDA 2.4	Equality, diversity and inclusion in work with children and young people	D/601/3321	2	2	15
9	TDA 2.8	Support children and young people's health and safety	T/601/7410	3	2	15
10	TDA 2.9	Support children and young people's positive behaviour	T/601/7407	2	2	15

Group B: Optional Units

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
5	TDA 2.5	Schools as organisations	T/601/3325	3	2	20
6	TDA 3.2	Schools as organisations	A/601/3326	3	3	15

Group C: Optional Units

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
8	TDA 2.7	Maintain and support relationships with children and young people	D/601/7403	3	2	15
17	TDA 2.14	Support children and young people at meal or snack times	A/601/6517	3	2	18
19	TDA 2.16	Support children and young people's play and leisure	T/601/6564	3	2	16
20	TDA 2.17	Support children and young people's travel outside of the setting	Y/601/6573	3	2	22
21	TDA 2.18	Support extra-curricular activities	M/601/6577	3	2	15

6.2 Unit format

The format of OCR's units is detailed below.

A unit title

This is a summary of the content of the unit.

Level

This advises the QCF level on which the unit is accredited.

Credit value

This advises how many credits the candidate will achieve for successful achievement of the unit.

Guided learning hours (glh)

This specifies the amount of time that the average candidate would be expected to take to complete all requirements of the unit.

Unit expiry date

This section specifies the end accreditation date of the unit.

Unit purpose and aim

This section specifies the overall purpose and aim of the unit.

Learning outcomes

These set out what the candidate is expected to know, understand or be able to do as a result of the learning process.

Assessment criteria

These detail the requirements that the candidate will be assessed against in order to evidence the learning outcomes.

Exemplification

This section is additional guidance that OCR have provided to help expand on the types of evidence that candidates may produce and to help candidates meet the requirements of the assessment criteria.

Assessment

This section details how the assessment criteria will be assessed.

Evidence requirements

These provide specific detail to amplify the knowledge or understanding required to meet the assessment criteria.

Guidance on assessment and evidence requirements

This provides guidance on how the assessment could be carried out and how the evidence requirements could be met.

National Occupational Standards (NOS) mapping/signposting

This section provides mapping to the relevant National Occupational Standards.

Functional skills signposting

This section provides signposting to functional skills.

Resources

This section contains details of any specific resources that must be available to the candidate or suggested resource material that will support learning.

6.3 Units

Units can be downloaded from the OCR website www.ocr.org.uk.

Level 2 Certificate in Supporting Teaching and Learning in Schools

http://www.ocr.org.uk/qualifications/type/qcf/teach_train/stls_l2_cert/index.html

Level 2 Certificate in Supporting the Wider Curriculum in Schools

http://www.ocr.org.uk/qualifications/type/qcf/teach_train/swcs_l2_cert/index.html

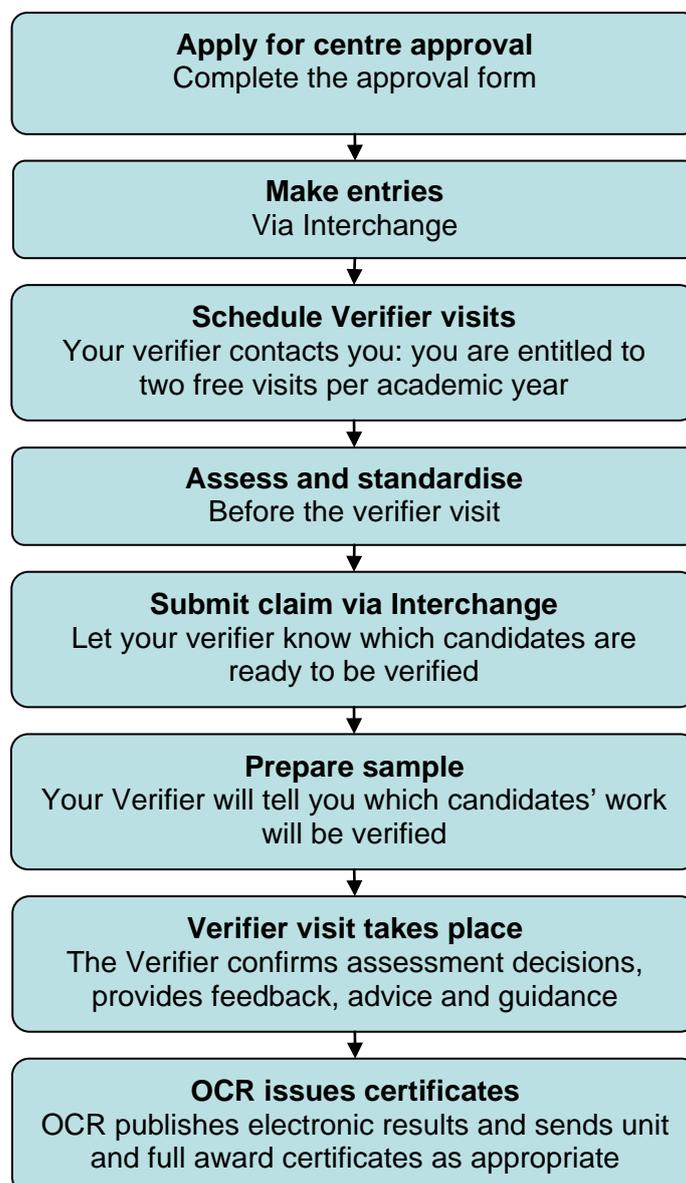
7 Administration arrangements

This section provides an overview of the administration arrangements operating for these qualifications. Please refer to the *Admin guide: Vocational Qualifications (A850)* for further information.

7.1 Overview of full process

For detailed information on these qualifications centres must refer to OCR's Admin guide: Vocational Qualifications (A850). The following flow chart provides a brief summary of how these qualifications are delivered.

Administration flowchart for verification



8 Guidance For Candidates

8.1 What are the Level 2 Certificates in Supporting Teaching and Learning in Schools and Supporting the Wider Curriculum in Schools?

These qualifications aim to:

Level 2 Certificate in Supporting Teaching and Learning in Schools

1. Provide the underpinning knowledge and understanding for those directly supporting the teaching and learning of pupils in schools.
2. Prepare candidates for employment in a school as a support worker.
3. Assess competency in the role as a support worker in the school workplace environment.

Level 2 Certificate in Supporting the Wider Curriculum in Schools

1. Provide the underpinning knowledge and understanding for working as midday assistants/supervisors or who support the wider activities of the school such as before and after school clubs.
2. Prepare candidates for employment in a school as midday assistant/supervisor or before and after school club assistant/supervisor.
3. Assess competency in the role as a support worker of the wider curriculum in the school workplace environment.

8.2 What do I have to do to achieve these qualifications?

To achieve these qualifications you must achieve the required combination of units from those listed below.

OCR Level 2 Certificate in Supporting Teaching and Learning in Schools

For a full Certificate qualification you must achieve 30 credits. You must achieve all 24 credits from 9 mandatory units, and 6 additional credits from optional units.

OCR Level 2 Certificate in Supporting Teaching and Learning in Schools

For a full Certificate qualification you must achieve 30 credits. You must achieve all 24 credits from 9 mandatory units, and 6 additional credits from optional units.

See following table for Rules of Combination:

Credit Value			30		
Credits to be achieved at the level of the qualification or above			30		
Credits from mandatory units			24		
Credits from optional units	6	Made up of	3 Credits from Option Group B	Credits from other units	0
			3 Credits from Option Group C		
Credits from equivalent units	TDA QCF Unit (within this qualification)		Equivalent QCF Unit (from elsewhere)	Equivalent QCF Unit WBA Reference	
	Help improve own and team practice in schools		Help to Improve Own Practice and the Work of the Playwork Team	H/600/9528	
	Maintain and support relationships with children and young people		Support Relationships in the Play Environment	T/600/9520	
	Support children and young people's travel outside of the setting		Support the Travel of Children and Young People Outside the Play Environment	M/600/9547	

Exemptions	Exempted QCF Unit	Exempted QCF Unit WBA Reference	Exemption	Exemption WBA Reference
	Invigilate tests and examinations	Y/601/7416	<u>Invigilate tests and examinations</u>	A/104/0197
Time limits on the process of credit accumulation or exemptions			None	
	OCR Unit No.	Unit Title	GLH	Credit Value
Mandatory Group A	1	Child and young person development	15	2
	2	Safeguarding the welfare of children and young people	20	3
	3	Communication and professional relationships with children, young people and adults	15	2
	4	Equality, diversity and inclusion in work with children and young people	15	2
	7	Help improve own and team practice in schools	15	3
	8	Maintain and support relationships with children and young people	15	3
	9	Support children and young people's health and safety	15	3
	10	Support children and young people's positive behaviour	15	2
	11	Support learning activities	25	4
	Total Credits Required from Mandatory Group			
Option Group B	5	Schools as organisations	20	3
	6	Schools as organisations	15	3
	Total (Minimum) Credits Required from Option Group B			
	Unit No.	Unit Title	GLH	Credit Value
Option Group C	12	Contribute to supporting bilingual learners	12	2
	13	Invigilate tests and examinations	19	3
	14	Prepare and maintain learning environments	18	2
	15	Provide displays in schools	15	2
	16	Support assessment for learning	20	3

	17	Support children and young people at meal or snack times	18	3
	18	Support children and young people with disabilities and special educational needs	26	4
	19	Support children and young people's play and leisure	16	3
	20	Support children and young people's travel outside of the setting	22	3
	21	Support extra-curricular activities	15	3
	22	Support the use of information and communication technology for teaching and learning	12	2
	23	Move and position individuals in accordance to their plan of care	26	4
	24	Provide support for therapy sessions	14	2
	Total (Minimum) Credits Required from Option Group C			

OCR Level 2 Certificate in Supporting the Wider Curriculum in Schools

For a full Certificate qualification you must achieve 20 credits. You must achieve all 14 credits from 6 mandatory units, and 6 credits from optional units.

A minimum of 17 credits must be achieved at Level 2; the remaining credits can be at level 2 or 3.

Credit Value		20			
Credits to be achieved at the level of the qualification or above		20			
Credits from mandatory units		14			
Credits from optional units	6	Made up of	3 Credits from Option Group B	Credits from other units	0
			3 Credits from Option Group C		
Credits from equivalent units	TDA QCF Unit (within this qualification)		Equivalent QCF Unit (from elsewhere)	Equivalent QCF Unit WBA Reference	
	Maintain and support relationships with children and young people		Support Relationships in the Play Environment	T/600/9520	
	Support children and young people's travel outside of the setting		Support the Travel of Children and Young People Outside the Play Environment	M/600/9547	
Exemptions	No exemptions				
Time limits on the process of credit accumulation or exemptions			None		

	Unit No	Unit Title	GLH	Credit Value
Mandatory Group A	1	Child and young person development	15	2
	2	Safeguarding the welfare of children and young people	20	3
	3	Communication and professional relationships with children, young people and adults	15	2
	4	Equality, diversity and inclusion in work with children and young people	15	2
	9	Support children and young people's health and safety	15	3
	10	Support children and young people's positive behaviour	15	2
	Total Credits Required from Mandatory Group			
Option Group B	5	Schools as organisations	20	3
	6	Schools as organisations	15	3
	Total (Minimum) Credits Required from Option Group A			
	Unit No.	Unit Title	GLH	Credit Value
Option Group C	8	Maintain and support relationships with children and young people	15	3
	17	Support children and young people at meal or snack times	18	3
	19	Support children and young people's play and leisure	16	3
	20	Support children and young people's travel outside of the setting	22	3
	21	Support extra-curricular activities	15	3
	Total (Minimum) Credits Required from Option Group B			
Total	Total (Minimum) Credits Required for Qualification			20

8.3 What if I cannot gain enough credits for a full qualification?

These qualifications are very flexible and allow you to achieve recognition for what you have already achieved even if you do not finish the full qualification. OCR has systems in place which allow you to be awarded a certificate listing the unit (or units) you have achieved even if you are unable to complete the full qualification.

8.4 How do I know that these qualifications are right for me?

These qualifications are designed for candidates wishing to gain an appropriate qualification for the purposes of becoming a support worker in a school who directly support the teaching and learning of pupils or for those working as midday assistants/supervisors or who support the wider activities of the school such as before and after school clubs. .

These qualifications may also form a progression route to higher level courses such the Level 3 Certificate in Supporting Teaching and Learning in Schools and the Level 3 Diploma in Specialist Support for Teaching and Learning in Schools.

8.5 How are the units assessed?

All of the units are assessed by centre assessors, they are internally quality assured by the centre and externally quality assured by OCR.

8.6 Do I need to pass all of the units?

The units that need to be passed in order to achieve a full OCR Level 2 Certificate in Supporting Teaching and Learning in Schools / OCR Level 2 Certificate in Supporting the Wider Curriculum in Schools are detailed in section 9.2. However, each unit represents a worthwhile achievement in its own right, and certification is also available at unit level.

8.7 Can my work for these qualifications prepare me for my Functional Skills?

The work that you do for these qualifications may help to prepare you for the functional skills assessment.

OCR wishes you every success in your achievement of these qualifications.

9 Mapping and Signposting

9.1 National Occupational Standards (NOS) Mapping

These qualifications provide a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to National Occupational Standards (NOS) in:

Supporting Teaching and Learning in Schools (Training Development Agency for Schools)

Children's Care Learning and Development (2009) (Skills for Care and Development)

Learning Development Support Services (reviewed 2009) (Skills for Care & Development)

Children and Young People's Workforce (Skills for Justice)

Health and Social Care (Skills for Care & Development)

Each unit contains details of the signposting to the NOS.

9.2 Functional skills signposting

Training provided for these qualifications may help to prepare candidates for the functional skills assessment (eg 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.

Each unit contains details of the signposting to functional skills.

10 Further Support and Information

10.1 Enquiries

For enquiries relating to any of OCR's vocational qualifications, please contact the OCR Customer Contact Centre on:

Telephone: 024 76 851509
Fax: 024 76 851633
Email: vocational.qualifications@ocr.org.uk

Alternatively, you could visit OCR's website at www.ocr.org.uk for further information on OCR qualifications.

10.2 Results enquiries

For information about result enquiries please refer to the OCR website at www.ocr.org.uk.

10.3 Customer feedback

We welcome feedback from customers on all aspects of our provision. Comments relating to this documentation should be sent to:

The OCR Qualification Manager
Supporting Teaching and Learning in Schools
Qualifications and Curriculum Division
OCR
Coventry Office
Westwood Way
Coventry
CV4 8JQ

10.4 OCR Training Events

Information on OCR's training events for centres can be found on the OCR website by going to www.ocr.org.uk, or by contacting:

OCR Training
Customer Support Division
Progress House
Westwood Way
Coventry CV4 8JQ

Telephone: 02476 496 398
Fax: 02476 496 399
Email: training@ocr.org.uk

10.5 OCR Publications

The OCR Publications Service offers support to OCR customers, centres, parents and candidates. It offers a wide range of up-to-date materials for sale which relate to our key qualifications. These materials include specifications, past papers, mark schemes and a range of support materials.

The OCR Publications Catalogue holds the full list of materials currently available to order. To obtain a copy of this and to order publications, please go to <http://publications.ocr.org.uk> or call our dedicated order line on 0870 770 6622.

Orders can also be emailed to publications@ocr.org.uk or posted to the address on the order form printed in the OCR Publications Catalogue.

OCR Support Materials prepare extra resources to help you deliver our qualifications. These support materials can be ordered from OCR Publications and more information about the materials can be obtained from support.materials@ocr.org.uk.

10.6 Documents related to these qualifications

OCR's *Admin guide: Vocational Qualifications (A850)*

JCQ publications:

- *Access Arrangements, Reasonable Adjustments and Special Consideration;*
- *Instructions for Conducting Examinations;*
- *Suspected Malpractice in Examinations and Assessments*

11 Glossary

Analyse	to examine in detail in order to discover meaning, essential features, etc
Apply	to devote oneself with diligence to bring into operation or use to put to practical use; utilise; employ
Assess	to judge the worth, importance, etc, of; evaluate
Calculate	to solve (one or more problems) by a mathematical procedure; compute
Carry out	to perform or cause to be implemented
Chart	to plot or outline the course of to make a detailed plan of to make a chart of
Classify	to arrange or order by classes; categorise
Collect	to gather together or be gathered together
Communicate	to impart (knowledge) or exchange (thoughts, feelings, or ideas) by speech, writing, gestures, etc
Compare	to regard or represent as analogous or similar; liken
Compile	to make or compose from other materials or sources
Complete	to make whole or perfect to end; finish
Conduct	to do or carry out
Contrast	to distinguish by comparison of unlike or opposite qualities
Contribute	to give (support, money, etc) for a common purpose or fund to supply (ideas, opinions, etc) as part of a debate or discussion
Cook	to prepare (food) by the action of heat, as by boiling, baking, etc, or (of food) to become ready for eating through such a process
Define	to state precisely the meaning of (words, terms, etc)
Deliver	to carry (goods, etc) to a destination, esp. to carry and distribute (goods, mail, etc) to several places to hand over, transfer, or surrender to produce or perform something promised or expected
Demonstrate	to show, manifest, or prove, esp. by reasoning, evidence, etc
Describe	to give an account or representation of in words
Design	to work out the structure or form of (something)
Detail	to list or relate fully to include all or most particulars
Develop	to come or bring to a later or more advanced or expanded stage; grow or cause to grow gradually
Devise	to work out, contrive, or plan (something) in one's mind
Discuss	to have a conversation about; consider by talking over; debate to treat (a subject) in speech or writing
Estimate	to form an approximate idea of (distance, size, cost, etc); calculate roughly; gauge

Evaluate	to ascertain or set the amount or value of to judge or assess the worth of; appraise
Examine	to look at, inspect, or scrutinise carefully, or in detail; investigate
Explain	to make (something) comprehensible, esp. by giving a clear and detailed account of the relevant structure, operation, surrounding circumstances, etc
Explore	to examine or investigate, esp. systematically
Generate	to produce or bring into being; create
Give	to present or deliver voluntarily (something that is one's own) to the permanent possession of another or others to impart or communicate
Identify	to prove or recognise as being a certain person or thing; determine the identity of
Illustrate	to clarify or explain by use of examples, analogy, etc
Implement	to carry out; put into action; perform
Interact	to act on or in close relation with each other
Interpret	to clarify or explain the meaning of; elucidate
Investigate	to inquire into (a situation or problem) thoroughly; examine systematically, especially in order to discover the truth
Justify	to prove or see to be just or valid; vindicate to show to be reasonable; warrant or substantiate
Keep	to have or retain possession of
Lead	to show the way to (an individual or a group) by going with or ahead to guide or be guided by holding, pulling, etc to phrase a question to (a witness) that tends to suggest the desired answer
Measure	to determine the size, amount, etc, of by measurement
Monitor	to observe or record (the activity or performance) of (an engine or other device)
Organise	to form (parts or elements of something) into a structured whole; co ordinate
Outline	to give the main features or general idea of
Participate	to take part, be or become actively involved, or share (in)
Perform	to carry out or do (an action)
Plan	to have in mind as a purpose to make a plan of (a building)
Prepare	to make ready or suitable in advance for a particular purpose or for some use, event etc to put together using parts or ingredients; compose or construct to equip or outfit
Present	to show, exhibit to put forward; submit to bring or suggest to the mind
Produce	to bring (something) into existence; yield to bring forth (a product) by physical or mental effort; make
Profile	to draw, write or make a profile of

Promote	to further or encourage the progress or existence of to raise to a higher rank, status degree etc to urge the adoption of; work for to encourage the sale of (a product) by advertising or securing financial support
Propose	to put forward (a plan, motion, etc) for consideration or action
Provide	to put at the disposal of; furnish or supply
Recognise	to perceive (a person, creature, or thing) to be the same as or belong to the same class as something previously seen or known; know again
Recommend	to advise as the best course or choice; counsel
Research	to carry out investigations into (a subject, problem etc)
Review	to look at or examine again to look back upon
Select	to choose (someone or something) in preference to another or others
Serve	to render or be of service to (a person, cause, etc); help to distribute or provide
Show	to make, be, or become visible or noticeable to indicate or explain; prove
Suggest	to put forward (a plan, idea, etc) for consideration
Summarise	to make or be a summary of; express concisely
Understand	to know and comprehend the nature or meaning of
Undertake	to contract to or commit oneself to (something) or to do (something)
Use	to put into service or action; employ for a given purpose