Life and Living Skills (Entry Level)

<u>Entry Level 1</u>

Introductory Award (10160), Award (10161), Extended Award (10162),

Certificate (10163), Extended Certificate (10181), Diploma (10164)

<u>Entry Level 2</u>

Introductory Award (10165), Award (10166), Certificate (10167),

Extended Certificate (10182), Diploma (10168)

<u>Entry Level 3</u>

Introductory Award (10169), Award (10170), Certificate (10171),

Extended Certificate (10183), Diploma (10172)

Last updated February 2024

Contents

1   Introduction

The information provided in this handbook is correct at the time of production. Occasionally we may update it so please check the qualification webpage 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.

Information about the administration of these qualifications is available on our website.

You should ensure learners 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.

Title	OCR code
Entry Level 1 Life and Living Skills Qualifications:	
OCR Entry Level Introductory Award in Life and Living Skills (Entry 1)	10160
OCR Entry Level Award in Life and Living Skills (Entry 1)	10161
OCR Entry Level Extended Award in Life and Living Skills (Entry 1)	10162
OCR Entry Level Certificate in Life and Living Skills (Entry 1)	10163
OCR Entry Level Extended Certificate in Life and Living Skills (Entry 1)	10181
OCR Entry Level Diploma in Life and Living Skills (Entry 1)	10164
Entry Level 2 Life and Living Skills Qualifications:	
OCR Entry Level Introductory Award in Life and Living Skills (Entry 2)	10165
OCR Entry Level Award in Life and Living Skills (Entry 2)	10166
OCR Entry Level Certificate in Life and Living Skills (Entry 2)	10167
OCR Entry Level Extended Certificate in Life and Living Skills (Entry 2)	10182
OCR Entry Level Diploma in Life and Living Skills (Entry 2)	10168
Entry Level 3 Life and Living Skills Qualifications:	
OCR Entry Level Introductory Award in Life and Living Skills (Entry 3)	10169
OCR Entry Level Award in Life and Living Skills (Entry 3)	10170
OCR Entry Level Certificate in Life and Living Skills (Entry 3)	10171
OCR Entry Level Extended Certificate in Life and Living Skills (Entry 3)	10183
OCR Entry Level Diploma in Life and Living Skills (Entry 3)	10172

1.1   The OCR Life and Living Skills suite of qualifications

The OCR Life and Living Skills suite of Entry Level qualifications provide learners with high quality, nationally recognised qualifications. They are credit-based qualifications that provide valuable opportunities for individuals to develop skills, gain underpinning knowledge and understanding and offers opportunities for learners to progress to higher level units in the suite or to achieve units at the same level, where progression to a higher level is not possible.

The qualifications have been designed for both young people and mature learners, including those with profound and multiple learning disabilities. Over 140 bite-sized units are available across a wide range of engaging skill areas. Any combination of units, at any level, can be selected to suit the particular needs and interests of the learner. This provides the opportunity to build a rich and varied personalised learning programme for the learner.

The suite of qualifications contains units suitable for learners working at different stages of the Entry 1 Achievement Continuum.

These Foundation Learning qualifications are in the Regulated Qualifications Framework and appear on the Register of Regulated Qualifications.

1.2   If centre staff have queries

If you have any queries about these qualifications that are not answered in this centre handbook or in the OCR Administration area, please contact us by email at support@ocr.org.uk or telephone 01223 553998.

2   General information

2.1   Qualifications at a glance

Entry Level 1 – Life and Living Skills qualifications

Title	OCR Entry Level Introductory Award in Life and Living Skills (Entry 1)	
OCR code	10160	
Qualification Number (QN)	501/0958/3	
Level	Entry Level 1	
Qualification structure	To achieve this qualification, learners must achieve 2 credits. Both credits must be achieved at Entry Level 1.	
Guided Learning Hours (GLH)	20	**Total Qualification Time (TQT)** 20

Title	OCR Entry Level Award in Life and Living Skills (Entry 1)	
OCR code	10161	
Qualification Number (QN)	501/0974/1	
Level	Entry Level 1	
Qualification structure	To achieve this qualification, learners must achieve a total of 6 credits; a minimum of 4 credits must be achieved at Entry Level 1. The remaining credits can be at Entry Level 1, 2 or 3.	
Guided Learning Hours (GLH)	60	**Total Qualification Time (TQT)** 60

Title	OCR Entry Level Extended Award in Life and Living Skills (Entry 1)	
OCR code	10162	
Qualification Number (QN)	501/1093/7	
Level	Entry Level 1	
Qualification structure	To achieve this qualification, learners must achieve a total of 9 credits; a minimum of 5 credits must be achieved at Entry Level 1. The remaining credits can be at Entry Level 1, 2 or 3.	
Guided Learning Hours (GLH)	75	**Total Qualification Time (TQT)** 90

Title	OCR Entry Level Certificate in Life and Living Skills (Entry 1)		
OCR code	10163		
Qualification Number (QN)	501/0976/5		
Level	Entry Level 1		
Qualification structure	To achieve this qualification, learners must achieve a total of 13 credits; a minimum of 7 credits must be achieved at Entry Level 1. The remaining credits can be at Entry Level 1, 2 or 3.		
Guided Learning Hours (GLH)	115	**Total Qualification Time (TQT)**	130

Title	OCR Entry Level Extended Certificate in Life and Living Skills (Entry 1)		
OCR code	10181		
Qualification Number (QN)	501/1700/2		
Level	Entry Level 1		
Qualification structure	To achieve this qualification, learners must achieve a total of 25 credits; a minimum of 13 credits must be achieved at Entry Level 1. The remaining credits can be at Entry Level 1, 2 or 3.		
Guided Learning Hours (GLH)	235	**Total Qualification Time (TQT)**	250

Title	OCR Entry Level Diploma in Life and Living Skills (Entry 1)		
OCR code	10164		
Qualification Number (QN)	501/1202/8		
Level	Entry Level 1		
Qualification structure	To achieve this qualification, learners must achieve a total of 37 credits; a minimum of 19 credits must be achieved at Entry Level 1. The remaining credits can be at Entry Level 1, 2 or 3.		
Guided Learning Hours (GLH)	355	**Total Qualification Time (TQT)**	370

Entry Level 2 – Life and Living Skills qualifications

Title	OCR Entry Level Introductory Award in Life and Living Skills (Entry 2)		
OCR code	10165		
Qualification Number (QN)	501/1031/7		
Level	Entry Level 2		
Qualification structure	To achieve this qualification, learners must achieve a total of 2 credits. Both credits must be achieved at Entry Level 2.		
Guided Learning Hours (GLH)	20	**Total Qualification Time (TQT)**	20

Title	OCR Entry Level Award in Life and Living Skills (Entry 2)	
OCR code	10166	
Qualification Number (QN)	501/1030/5	
Level	Entry Level 2	
Qualification structure	To achieve this qualification, learners must achieve a total of 6 credits; a minimum of 4 credits must be achieved at Entry Level 2. The remaining credits can be at Entry Level 1, 2 or 3.	
Guided Learning Hours (GLH)	60	Total Qualification Time (TQT)	60

Title	OCR Entry Level Certificate in Life and Living Skills (Entry 2)	
OCR code	10167	
Qualification Number (QN)	501/1145/0	
Level	Entry Level 2	
Qualification structure	To achieve this qualification, learners must achieve a total of 13 credits; a minimum of 7 credits must be achieved at Entry Level 2. The remaining credits can be at Entry Level 1, 2 or 3.	
Guided Learning Hours (GLH)	115	Total Qualification Time (TQT)	130

Title	OCR Entry Level Extended Certificate in Life and Living Skills (Entry 2)	
OCR code	10182	
Qualification Number (QN)	501/1702/6	
Level	Entry Level 2	
Qualification structure	To achieve this qualification, learners must achieve a total of 25 credits; a minimum of 13 credits must be achieved at Entry Level 2. The remaining credits can be at Entry Level 1, 2 or 3.	
Guided Learning Hours (GLH)	235	Total Qualification Time (TQT)	250

Title	OCR Entry Level Diploma in Life and Living Skills (Entry 2)	
OCR code	10168	
Qualification Number (QN)	501/1203/X	
Level	Entry Level 2	
Qualification structure	To achieve this qualification, learners must achieve a total of 37 credits; a minimum of 19 credits must be achieved at Entry Level 2. The remaining credits can be at Entry Level 1, 2 or 3.	
Guided Learning Hours (GLH)	355	Total Qualification Time (TQT)	370

Entry Level 3 – Life and Living Skills qualifications

Title	OCR Entry Level Introductory Award in Life and Living Skills (Entry 3)		
OCR code	10169		
Qualification Number (QN)	501/1032/9		
Level	Entry Level 3		
Qualification structure	To achieve this qualification, learners must achieve a total of 2 credits. Both credits must be achieved at Entry Level 3.		
Guided Learning Hours (GLH)	20	**Total Qualification Time (TQT)**	20

Title	OCR Entry Level Award in Life and Living Skills (Entry 3)		
OCR code	10170		
Qualification Number (QN)	501/1143/7		
Level	Entry Level 3		
Qualification structure	To achieve this qualification, learners must achieve a total of 6 credits; a minimum of 4 credits must be achieved at Entry Level 3. The remaining credits can be at Entry Level 1, 2 or 3.		
Guided Learning Hours (GLH)	45	**Total Qualification Time (TQT)**	60

Title	OCR Entry Level Certificate in Life and Living Skills (Entry 3)		
OCR code	10171		
Qualification Number (QN)	501/1033/0		
Level	Entry Level 3		
Qualification structure	To achieve this qualification, learners must achieve a total of 13 credits; a minimum of 7 credits must be achieved at Entry Level 3. The remaining credits can be at Entry Level 1, 2 or 3.		
Guided Learning Hours (GLH)	115	**Total Qualification Time (TQT)**	130

Title	OCR Entry Level Extended Certificate in Life and Living Skills (Entry 3)		
OCR code	10183		
Qualification Number (QN)	501/1492/X		
Level	Entry Level 3		
Qualification structure	To achieve this qualification, learners must achieve a total of 25 credits; a minimum of 13 credits must be achieved at Entry Level 3. The remaining credits can be at Entry Level 1, 2 or 3.		
Guided Learning Hours (GLH)	235	**Total Qualification Time (TQT)**	250

Title	OCR Entry Level Diploma in Life and Living Skills (Entry 3)
OCR code	10172
Qualification Number (QN)	501/1204/1
Level	Entry Level 3
Qualification structure	To achieve this qualification, learners must achieve a total of 37 credits; a minimum of 19 credits must be achieved at Entry Level 3. The remaining credits can be at Entry Level 1, 2 or 3.

Guided Learning Hours (GLH)	355	**Total Qualification Time (TQT)**	370

The following information relates to all of the above qualifications in the Life and Living Skills suite.

Age group approved	Pre-16 Yes.	16-18 Yes.	18+ Yes.	19+ Yes.
These qualifications are suitable for	This suite of qualifications has been designed to suit both young people and mature learners who are operating at Entry Level, including those with profound and multiple learning disabilities. The suite includes Entry Level 1 units suitable for learners working at different stages of the Entry 1 Achievement Continuum. The qualifications provide the opportunity to build an individualised, rich and varied learning programme based around a wide range of skill areas that will suit individual learner's skills and interests.			
Entry requirements	There are no formal entry requirements for these qualifications.			
Assessment	These qualifications are pass/fail. These qualifications are internally assessed by centre staff (e.g. teachers/tutors, support workers, carers, assessors) and externally moderated by OCR.			
Funding	See section 2.8 Funding for more information on public funding.			

2.2   Target market

This suite of Entry Level qualifications is suitable for both young and mature learners, including those with profound and multiple learning disabilities, engaged in a variety of full or part-time learning programmes.

The qualifications include a range of Entry 1 units that are suitable for those learners working at different stages of the Entry 1 Achievement Continuum.

2.3   Qualification aims

This suite of Foundation Learning qualifications has been developed to offer a range of 'bite-sized' units which learners can use to build flexible and relevant qualifications, geared to their individual interests and skills. It has been designed for both young people and mature learners, including those with profound and multiple learning disabilities, and contains a wide range of engaging skill areas.

These qualifications contain units suitable for learners working at different stages of the Entry 1 Achievement Continuum. The qualifications provide the opportunity to build an individualised, rich and varied learning programme based around a wide range of skill areas that will suit individual learner's skills and interests.

2.4   Entry requirements

There are no formal requirements for entry to these qualifications.

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

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

2.5   Unique Learner Numbers (ULN)

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.

2.6   Progression opportunities

This suite of Entry Level qualifications has been designed to encourage progression through its own structure. Learners may progress to higher level units or achieve additional units at the same level where progression to a higher level is not possible. Learners may also progress to larger Life and Living Skills qualifications at Entry 1, Entry 2 or Entry 3.

Entry 1 units will be assessed against the Entry 1 Achievement Continuum and it is possible that learners could progress within the Continuum using these qualifications.

These qualifications may also be used as stepping stones towards Functional Skills qualifications at Entry Level or Level 1 for some learners.

2.7   Guided learning hours and Total Qualification Time

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

Each of the units in these qualifications is 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 is given against the list of Units in section 6.

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.

The latest GLH and TQT values assigned to these qualifications is in section 2.1 Qualifications at a glance.

2.8   Funding

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

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

NIEFQAN – Approval of qualifications by the Department of Education in Northern Ireland.

Use the Qualification Number (QN) when you are 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.

2.9 Mode of delivery

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

Centres should consider the learners' complete learning experience when designing learning programmes.

2.10 Resources

Centres should ensure that learners have access to the resources they may require in order to achieve the learning outcomes and assessment criteria for the unit; for example access to ICT resources, or to kitchen facilities.

Staff conducting assessment must understand fully the requirements of these qualifications.

2.11 Delivery in Wales and Northern Ireland

The learners 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, we have used neutral terms so that learners 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.

2.12 Accessibility

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

It is important, therefore, that centres identify as early as possible whether learners 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 document Access Arrangements and Reasonable Adjustments.

For further guidance on access arrangements and special consideration refer to the Exams Officers area of the OCR website. If the tutor/assessor thinks any aspect of these qualifications unfairly restricts access and progression, please email or call the OCR Customer Support Centre.

2.13 Reviews of results

Under certain circumstances, you may wish to query the result(s) issued to one or more candidates. To find out more about this, refer to our Administration area, reviews of results.

3 Assessment

3.1 Assessment: How it works

All units are internally assessed by centre staff and externally moderated by us. The methods of moderation available are:

- postal moderation

- submission by email.

Assessment and moderation can take place at any time.

In order for learners 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 required for each criterion are fully addressed. The identified examples of how the assessment criteria could be met in the unit (the third column) 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.

Ideally, evidence could be generated as part of an activity that the learner has to carry out in the context of their main programme/curriculum activity.

When assessors are satisfied that the learner has met all of the requirements for a unit, they must confirm this by completing and signing the relevant evidence recording document(s) for that unit to show that the assessment process is complete. Each unit has a Record of Assessment and Evidence which must be individually completed for each learner.

If the OCR Examiner-moderator withdraws a unit, the centre may enter the learner again. There is no restriction, other than the life of the qualification, on the number of times a learner may entered for a unit.

Centre-assessed and OCR moderated units

All units are centre-assessed and postally externally moderated by OCR. Centres may be able to identify opportunities in the learner's main programme/curriculum for generating evidence, or they may need to devise activities that enable learners to meet all of the assessment criteria in these units.

To help centres with this, OCR has provided suggested ways in which the assessment criteria may be met, which can be found within each unit. It may be possible for learners to generate evidence for more than one unit at the same time – e.g. producing evidence for a Communication and a World of Work unit through completing one activity.

Centre assessors must be familiar with the content of the unit before assessing learners. Some units specify that learners must complete an activity more than once in order to meet the evidence requirements. Centre assessors must ensure this forms part of the assessment for the unit, and is recorded on the assessment recording documentation that is submitted for external moderation.

Key features of the assessment for these qualifications are:

- Assessment can take place as and when the learner is ready

- Units may be assessed by any method, or combination of methods, that clearly demonstrate that learning outcomes and assessment criteria have been met by the learner

- OCR recording documents are provided for each unit and completed by the assessor to record and track learners' individual assessment and evidence.

- All units are centre-assessed and all evidence is sent by post or email, to an appointed OCR Examiner-moderator to be moderated. Only units where the learner has clearly demonstrated they have met the evidence requirements should be submitted to the OCR Examiner-moderator

- Achievement at unit level is Pass or Fail.

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

When learners complete an evidence-generating activity, the centre assessor (usually the teacher/tutor) assesses their work. Centres will need to identify staff who will act as assessors. Assessors will need to have experience in making judgments about learners' progress.

Assessors must:

- identify opportunities in the learner's main programme/curriculum for generating evidence

- plan assessment activities to ensure the learner is able to produce evidence that meets the learning outcomes and assessment criterion

- explain to the learner what needs to be done

- judge the learner's work against the standard identified to meet the assessment criterion

- identify valid and sufficient evidence unique to each learner

- identify gaps in evidence

- give feedback to learners

- liaise with other assessors in the centre to ensure standards are consistent

- make sure learners know they must comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (GDPR) when they are producing work for assessment. Learners must not reference another individual's personal details in any evidence produced for assessment. It is the learner's responsibility to make sure evidence that includes another individual's personal details is anonymised

- verify learner achievement by completing and signing OCR assessment recording documentation – Record of Assessment and Evidence

- maintain records of learners' achievements.

Amount of evidence needed

It is difficult to give detailed guidance regarding the amount of evidence needed as it depends on the assessment criteria requirements, the type of evidence collected and the judgement of assessors. For many units, completed observation statements or witness testimonies may be sufficient evidence, whereas other units may require evidence of activities to be submitted to the OCR moderator, e.g. printout of sent email, photographs of the learner undertaking an activity, written information produced by the learner. For a learner 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 a centre assessor is confident that a learner is competent or not. Centre assessors must be convinced that learners working on their own can work independently to the required standard.

Evidence will not be returned to the centre after it has been externally moderated. It is inappropriate to send a learners' complete portfolio of work; only evidence supporting the achievement by the learner of the assessment criteria and learning outcomes is required. OCR recommends centres keep a copy of the evidence submitted for external moderation.

OCR is not able to moderate evidence provided in an electronic format, e.g. CDs, USB/data sticks etc., for these qualifications however, email submission is permitted. Please contact the OCR Customer Support Centre if you want to find out your moderator's OCR email address.

For further guidance, please go to the website where there are FAQs and sample portfolios.

3.2   Method of assessment

OCR has identified the following main assessment methods, which are suitable for these qualifications:

- **direct observation** of the learner

- **questioning** of the learner or **discussion**

- **examining the product** or the **learner's work**

These assessment methods may be carried out by an assessor or by a person who is familiar with the learning outcomes and assessment criteria for the relevant unit.

Units may be assessed by any method, or combination of methods, that clearly demonstrate that learning outcomes and assessment criteria have been met by the learner. It is the assessor's responsibility to agree the best method of assessing a learner in relation to their individual circumstances. The methods agreed must be:

- valid

- reliable

- safe and manageable

- suitable to the needs of the learner.

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 learner's practical skills or their ability to work well with others.

Validity can be compromised if a learner does not understand what is required of them. For example, one valid method of assessing a learner's knowledge and understanding is to question them. If the questions posed are difficult for the learner 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 guidelines on data security as evidence towards the requirement of unit F11 "Know how to use ICT safely", unless developed by the learner, as it would not allow for valid assessment. It may be more appropriate for the learner and assessor to have a discussion about the guidelines and for the learner to explain how they are relevant, illustrated with examples of how they could be applied in a practical situation. This discussion could then be assessed by the assessor and recorded as evidence.

Any evidence generated as a result of a learner working with others in a group, must be clearly attributable to the individual learner.

When witness and observations statements are recorded, it must be clear to the Moderator that these are produced in relation to an individual learner. The witness and observation statements should be unique to the individual learner and should be recorded accurately, identifying how the particular learner demonstrated their skills, knowledge and understanding. It would not be expected that every learner would complete a task exactly the same way, and therefore validity is compromised if all Records of Assessment and Evidence are identical.

Reliable

A reliable method of assessment will produce consistent results for different assessors on each assessment occasion. Internal quality assurance personnel must make sure that all assessors' decisions are consistent through internal standardisation.

Safe and manageable

Assessors and internal quality assurance personnel must make sure that the assessment methods are safe and manageable and do not put unnecessary demands on the learner.

Suitable to the needs of the learner

OCR has tried to make sure that there are no specific barriers to assessment. OCR aims to make sure that centres give learners equal opportunity to demonstrate their competence for the units against specified criteria. All of the specified criteria must be met by learners independently and may not be reworded or omitted in any circumstances.

Reasonable adjustments may be made for learners with a disability in order for them to be able to access assessments. Please see section 2.12 for more detail.

If centre staff believe that any aspect of these qualifications unfairly restricts access and progression, they should contact our Customer Support Centre by phone on 01223 553998.

3.3   Internal standardisation

Internal standardisation is an important part of the local assessment process. Centres are required to demonstrate that a system is in place which ensures that all assessment is being carried out in a similar way and to an equivalent standard across all teachers/tutors acting as assessors. OCR may require evidence of this process. Centres are required to keep evidence of standardisation and records of any decisions/issues for a minimum of one year.

In order to maintain a consistent approach to internal standardisation, internal quality assurance personnel should be nominated. This person will be responsible for:

- maintaining a list of current assessors

- ensuring that all current assessors are working to the same standard

- arranging regular meetings

- ensuring cross-moderation of work between assessors

- maintaining records of the outcome of cross-moderation activities

- regularly sampling the assessment of all assessors and documenting the outcome

- advising assessors of any discrepancies in assessment and suggesting ways in which assessment may be brought into line with the work of other assessors

- completing centre standardisation document(s) – centres should use their own documentation.

3.4 Completion of assessment recording documentation

The following documents **must** be provided as evidence of achievement for each unit completed by the learner:

Entry Level 1 units:

- Record of Assessment and Evidence (RAE)

- Supporting evidence where appropriate

Entry Level 2 units:

- Record of Assessment and Evidence (RAE)

- Supporting evidence where appropriate

Entry Level 3 units:

- Record of Assessment and Evidence (RAE)

- Supporting evidence where appropriate

For each unit within the qualification OCR has produced a template for the Record of Assessment and Evidence. These templates can be downloaded from the 'Forms' section of the Life and Living Skills qualification page on the OCR website. These can be completed electronically or by hand.

Entry 1 Achievement Continuum

The Entry 1 Achievement Continuum is a 10 stage continuum that identifies the achievement characteristics of each stage in the continuum and provides a descriptor for each stage. This document should be used when assessing the Entry 1 units and the assessment outcome should be recorded at the end of the Record of Assessment and Evidence sheet (RAE). A copy of this can be retained and then attached to the certificate to confirm what stage the learner has reached on the continuum. The Achievement Continuum can be downloaded from the 'Key Documents' section of the Life and Living Skills qualification page on the OCR website.

Learners who progress at least one stage along the Entry 1 Achievement Continuum may be assessed for the same unit more than once. In this instance a new Record of Assessment and Evidence (RAE) should be completed to reflect this achievement. As each unit can only be certificated by OCR once, centres should not submit this second Record of Assessment and Evidence to OCR.

Record of Assessment and Evidence – Entry 1, Entry 2 and Entry 3

The Record of Assessment and Evidence (RAE) is used to record and track the assessment of a learner's evidence for each assessment criterion in the unit.

Completion of the Record of Assessment and Evidence

A Record of Assessment and Evidence (RAE) **must** be completed for each unit achieved by the learner. The RAE must clearly show that evidence has been generated for all of the assessment criteria in the unit and that the evidence has been assessed.

When completing the RAE the assessor must ensure that:

- the learner details are completed at the top of the record

- the method(s) used to assess the evidence is ticked

- the relevant evidence section(s) are completed, and they include details of how the evidence was generated and assessed (this should be unique to the individual learner) and if other evidence is being submitted

- if the Observation section of the RAE is used to record observation statements, it must be signed and dated by the person who made the observation

- evidence includes details of the assessment criteria covered

- the learner has completed the unit and provided sufficient evidence for all the assessment criteria in the unit

- when the unit has been completed the RAE is signed and dated by the assessor.

There is no requirement to provide three types of evidence for each assessment criteria.

The RAE must be submitted to OCR for moderation along with any other assessment documents/product evidence for the unit.

Teachers/tutors must check that each assessment criterion has been successfully met by the learner before work is signed and sent for external moderation.

3.5   External moderation

External moderation ensures centres' internal assessments meet the national requirements of these qualifications.

OCR Examiner-moderators are allocated by OCR to moderate centre assessment decisions.

OCR requires centres to submit only the appropriate documentation and relevant evidence for specific units claimed for moderation. Any evidence submitted will not be returned to the centre it is therefore recommended that centres retain a copy of the evidence. OCR does not require centres to submit for moderation additional evidence produced by the learner in the course of an activity. OCR, however, anticipates that centres will wish to create programmes for learners towards the completion of these units that will generate additional items of evidence. Centres are free to do this, but OCR does not require these items for moderation of unit achievement.

Centres must complete a Submission Cover Sheet for each learner to send to their OCR Examiner-moderator together with the relevant assessment recording documents and accompanying evidence for the unit(s) being claimed. The template for the Submission Cover Sheet can be found on the 'key documents' section of the Life and Living Skills qualification page on the OCR website. This form can be completed electronically or by hand.

External moderation of a centre's assessment decisions is achieved through systematic sampling. The assessment decisions of each assessor submitting work will be sampled by the OCR moderator. The outcomes of moderation will apply to all work submitted in each batch for moderation.

The Examiner-moderator will complete a Centre Feedback Report Form for the batch. If the centre assessment is satisfactory, arrangements will be made for certification.

If an Examiner-moderator disagrees with an assessor's assessment decision; the claims from that assessor will be rejected. The Examiner-moderator will record the information on the Centre Feedback Report Form. This report should be disseminated to all Life and Living Skills assessors in the centre.

Examiner-moderators are not empowered to enter into direct contact with centres. In no circumstances must centres attempt to contact their Examiner-moderator in any way other than through posting learner work to the address provided to them by OCR. Any queries concerning the units or assessment must be directed to OCR, Coventry.

3.6   Postal submissions

Each time you wish to send candidate work, please check Interchange, where your up-to-date examiner-moderator details are held:

1.   Log into Interchange, hover over 'Centre information' and then click on 'View examiner-moderators' in the left-hand menu.

2.   Enter the qualification information into the relevant boxes and a list of the examiner-moderators for your qualifications will be produced.

3.   Click on the 'magnifying glass' for each qualification to view the full examiner-moderator address details.

When sending your candidate work, you need to send:

•   A printout of the claim

•   A submission cover sheet for each candidate

•   The Record of Assessment and Evidence (RAE) for each unit.

If you submit work for more than one claim in the same package, please make sure work for each claim is clearly separated.

We recommend centres use a secure form of delivery as we cannot take responsibility for any work lost in transit.

We are unable to return originals or copies of portfolios to centres and they will be destroyed after six months so we strongly recommend you take a copy before submitting evidence.

3.7   Electronic submissions (email)

Candidate work may be submitted electronically to the Examiner-moderator. All OCR Examiner-moderators for these qualifications have been allocated a 4 digit OCR mailbox ocremxxxx@ocr.org.uk. Our Customer Support Centre can provide you with your Examiner-moderator's full email address. Please contact our Customer Support Centre by email at: support@ocr.org.uk, or by telephone on: 01223 553998.

Candidate evidence can be emailed directly to the Examiner-moderator's OCR email address as soon as units have been claimed on Interchange.

The email subject heading should include your **centre number**, **scheme code** and **claim number** as indicated on Interchange. Each email should only contain the evidence of one claim number. Please list the candidate names relevant to the claim.

Please follow these guidelines:

1.   Please create one folder for each candidate and include the Submission Cover Sheet and the Record of Assessment and Evidence (RAE) for each unit, together with the relevant evidence in that folder.

2.   If you are submitting more than one unit per candidate, please create a sub-folder for each unit and include the Submission Cover Sheet in the main folder. All other documents should be included in the sub-folder for each unit, including one RAE per unit.

3.   Please ensure that the RAE is signed by the centre assessor/observer before submitting it. Centres should only submit candidate work to the Examiner-moderator that they feel meets all of the required assessment criteria and evidence requirements.

4.   If evidence is scanned, please ensure that the scanned copy is clearly legible. Please also scan all pages using the correct orientation and in the correct sequence (it is difficult to view pages on screen if they are scanned upside down and/or out of order).

5.   Hyperlinks can be incorporated into the RAE in order to make it easier for the Examiner-moderator to find which part of the evidence maps to the assessment criteria. Please ensure that the links are relative, not absolute.

6.   We can accept pdf, rar, zip, MS Office files (any version). Not all software packages are available to Examiner-moderators, therefore, if you use a software package that is not widely available, please screen shoot candidate evidence into a word document. The screen shot must be clearly legible.

7.   Size should be restricted to 10mb per email. If the file size is any larger, it should be split between emails and clearly labelled e.g. email 1 of 2, email 2of 2, etc.

3.8 Electronic submissions (e-portfolios)

If you are using e-portfolios to organise candidates' work, you can email the login details and instructions on how to navigate around the site to your Examiner-moderator's OCR mailbox. It is important to send the Examiner-moderator this information each time you make a claim.

Please follow these guidelines:

1. Please ensure that the Submission Cover Sheet and the Record of Assessment and Evidence (RAE) are included in the portfolio.

2. Please ensure that final candidate evidence is easy to find.

3. Please ensure that all candidate evidence for each unit is contained within the same folder.

4. Please follow points 3-6 in the section above (Electronic Submissions (email)).

N.B. The Examiner-moderator's OCR mailbox can only be used to send candidate evidence, or to advise about e-portfolio login and navigation. It cannot be used to ask questions, or enter into any other dialogue with the Examiner-moderator. Supplementary information or explanations to the Examiner-moderator must not be provided in the email.

3.9 Reporting suspected malpractice

It is the responsibility of the Head of Centre[1] 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/M2 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.

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

More information about reporting and investigating suspected malpractice and the possible sanctions and penalties which could be imposed, is contained in the JCQ Suspected Malpractice Policies and Procedures document available from the JCQ website. Centres may also like to refer to the OCR Website for more details.

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[1] 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

4   Assessor Requirements

4.1   Assessment Centre Requirements

The Assessment Centre must:

- Ensure that there are a sufficient number of people to assess the number of learners they anticipate to register

- Ensure that there is a system of standardisation in place to ensure that all assessments are consistent and fair

- Ensure that those undertaking the roles of assessment maintain their skills, knowledge and understanding regarding assessment and the associated qualification.

The integrity of assessments is of paramount importance. Centres must ensure that there is sufficient time to conduct effective assessment.

4.2   Assessors

Assessment is an activity that can be performed by a dedicated individual or as part of an individual's wider role e.g. supervisor, manager, tutor, support worker.

The Assessment centre must ensure that those making assessment decisions have the necessary expertise to do so.

All assessors must:

- be familiar with the content of the unit before assessing learners

- be familiar with the units that relate to the qualification and must be able to interpret and make judgements relating to the skill area being assessed

- individually complete and sign all the relevant assessment recording documentation to confirm the learner has met the unit evidence requirements

5   Certification

Learners who achieve the full qualification will receive:

- a certificate listing the unit(s) achieved with their related credit value, and

- a certificate giving the full qualification title and qualification number.

Learners achieving 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.

5.1   Claiming certificates

Certificates will be issued directly to the centre for successful learners. In order to ensure that these are automatically issued centres must ensure that the OCR learner number is **always** used where a learner has already achieved one or more units.

For further information regarding making claims, please refer to the certificates section in the Administration area.

5.2   Replacement certificates

For details on replacement certificates refer to the certificates section in the Administration area.

6 Qualification structure and units

6.1 Qualification structure

Learners do not have to achieve units in any particular order and teachers/tutors should tailor learning programmes to meet individual learner needs.

Introductory Award qualifications require learners to complete units at the level selected for the qualification. For all the other qualifications all units are available for selection for each of the qualifications, providing the minimum credit at a level is achieved, e.g. learners can complete Entry 1, Entry 2 and Entry 3 units within the same qualification (spiky profile).

Some of the units in the Life and Living Skills qualifications have been developed by other Awarding Organisations, and have been included in their own qualifications; in particular, the Personal Progress qualification. Therefore, learners may have already achieved particular units through completion of previous qualifications. Centres should ensure that learners' prior achievements are considered when planning their learning programme for Life and Living Skills, and that learners do not re-do units they have already achieved.

If learners have previously achieved a unit included in the Life and Living Skills, they can use it to contribute to their Life and Living Skills qualification. Please see the Administration area, for how to submit evidence of prior unit achievement.

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

The following table shows the number of credits required for each qualification in the suite. The level of the qualification is determined by the number of credits achieved at a level e.g. to achieve an Entry 2 Award the learner must achieve at least 6 credits, 4 of which must be at Entry 2.

OCR code	Level	Qualification title	Credits	Minimum credit at level	GLH	Qualification code
10160	Entry 1	Introductory Award	2	Min 2 credits	20	501/0958/3
10161	Entry 1	Award	6	Min 4 credits	60	501/0974/1
10162	Entry 1	Extended Award	9	Min 5 credits	75	501/1093/7
10163	Entry 1	Certificate	13	Min 7 credits	115 – 130	501/0976/5
10181	Entry 1	Extended Certificate	25	Min 13 credits	235 – 250	501/1700/2
10164	Entry 1	Diploma	37	Min 19 credits	355 – 370	501/1202/8
10165	Entry 2	Introductory Award	2	Min 2 credits	20	501/1031/7
10166	Entry 2	Award	6	Min 4 credits	60	501/1030/5
10167	Entry 2	Certificate	13	Min 7 credits	115 – 130	501/1145/0
10182	Entry 2	Extended Certificate	25	Min 13 credits	235 – 250	501/1702/6
10168	Entry 2	Diploma	37	Min 19 credits	335 – 370	501/1203/X
10169	Entry 3	Introductory Award	2	Min 2 credits	20	501/1032/9
10170	Entry 3	Award	6	Min 4 credits	60	501/1143/7
10171	Entry 3	Certificate	13	Min 7 credits	115 – 130	501/1033/0
10183	Entry 3	Extended Certificate	25	Min 13 credits	235 – 250	501/1492/X
10172	Entry 3	Diploma	37	Min 19 credits	335 – 370	501/1204/1

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6.2 Units

The following table contains the units available in all of the qualifications.

There are no mandatory units, or barred combinations. The skill area does not appear on the learner's certificate, only the unit title, level, unit number and credit value.

Units included in Life and Living Skills which have been developed by OCR are indicated by an asterisk in the table below. Any other units not marked with an asterisk have been developed by other Awarding Organisations. If learners have achieved a unit within Life and Living Skills previously, they can use it to contribute to Life and Living Skills. Please refer to the Administration area, for details on how to claim in this instance.

The units can be downloaded from the Life and Living Skills webpage.

Level	Unit title (*unit developed by OCR)	Credit value	OCR Unit No.	Unit Reference No (URN)	GLH
Skill area: Arts and Crafts					
Entry 1	*Engaging in a creative group project	3	A01	H/601/9797	30
Entry 1	*Engaging in new creative activities	3	A02	M/601/9799	30
Entry 1	*Displaying creative work	3	A03	D/601/9796	30
Entry 2	*Selecting and planning an art or craft product	2	A04	T/601/9836	20
Entry 2	*Creating an art or craft product	2	A05	D/601/9832	20
Entry 2	*Displaying an art or craft product	2	A06	K/601/9834	20
Entry 3	*Designing an art or craft product	2	A07	K/601/9882	20
Entry 3	*Making an art or craft product	2	A08	A/601/9885	20
Entry 3	*Exhibiting an art or craft product	2	A09	T/601/9884	20
Skill area: Communication					
Entry 1	*Making requests and asking questions in familiar situations	2	B01	A/602/0003	20
Entry 1	*Providing personal information	2	B02	F/602/0004	20
Entry 1	*Engaging in early reading activities	3	B03	J/601/9999	30
Entry 1	*Interacting in a group situation	2	B04	M/602/0001	20
Entry 1	Engaging with the world around you: people	3	B05	R/502/4175	30
Entry 1	Encountering experiences: being a part of things	3	B06	R/502/4161	30
Entry 1	Developing communication skills	3	B07	F/502/4317	30
Entry 1	Developing reading skills	3	B08	F/502/4320	30
Entry 1	Developing writing skills	3	B09	R/502/4323	30
Entry 2	*Presenting written information in different styles and formats	2	B10	A/602/0051	20
Entry 2	*Understanding short texts and simple instructions	2	B11	F/602/0052	20

Level	Unit title (*unit developed by OCR)	Credit value	OCR Unit No.	Unit Reference No (URN)	GLH
Entry 2	*Asking questions and making requests in everyday situations	1	B12	K/602/0045	10
Entry 2	*Providing personal information in writing	2	B13	T/602/0047	20
Entry 2	Managing social relationships	1	B14	A/502/0444	10
Entry 3	*Contributing to discussions	2	B15	J/602/0084	20
Entry 3	*Writing in short paragraphs	2	B16	K/602/0093	20
Entry 3	*Using different reading methods	2	B17	T/602/0095	20
Entry 3	*Making requests and asking questions in a variety of situations	2	B18	Y/602/0087	20
Entry 3	*Completing forms with personal information	2	B19	Y/602/0090	20
Skill area: Environment and Community					
Entry 1	*Responding to your local natural environment	3	C01	A/601/9806	30
Entry 1	*Identifying your local community and facilities	3	C02	H/601/9802	30
Entry 1	*Using a community facility over a period of time	3	C03	J/601/9808	30
Entry 1	*Responding to community facilities	3	C04	T/601/9805	30
Entry 1	*Finding out about and using community facilities	3	C05	Y/601/9800	30
Entry 1	Travel within the community: going places	3	C06	A/502/4171	30
Entry 2	*Individual responsibilities in the community	2	C07	A/601/9840	20
Entry 2	Community action	2	C08	Y/502/0449	20
Entry 3	*Increasing community involvement	3	C10	J/601/9887	30
Entry 3	Community action	2	C11	F/502/0459	20
Skill area: Home Management					
Entry 1	*Planning and preparing a simple meal	3	D01	A/602/0017	30
Entry 1	*Planning and preparing food for an event	3	D02	A/602/0020	30
Entry 1	*Using shopping facilities	3	D03	F/602/0021	30
Entry 1	*Selecting and using cooking equipment	3	D04	M/602/0015	30
Entry 1	*Participating in carrying out household tasks	3	D05	R/601/9813	30
Entry 1	*Preparing drinks and snacks	3	D06	T/602/0016	30
Entry 1	Developing independent living skills: looking after your own home	2	D07	M/502/4166	20
Entry 2	Food safety and storage	3	D08	D/600/6210	30

Level	Unit title (*unit developed by OCR)	Credit value	OCR Unit No.	Unit Reference No (URN)	GLH
Entry 2	Recycling, managing waste	2	D09	K/600/6226	20
Entry 2	*Following a simple recipe	3	D10	J/601/9842	30
Entry 2	*Understanding how to clean the home	2	D11	K/601/9848	20
Entry 2	Shopping for daily living	3	D12	T/601/2188	30
Entry 2	Cleaning, washing, drying and storing laundry	2	D13	M/601/2190	20
Entry 3	Household cleaning	3	D14	T/600/6214	30
Entry 3	*Food hygiene and safety	2	D15	L/601/9888	20
Entry 3	Basic food preparation	2	D16	J/600/0711	20
Skill area: Horticulture					
Entry 3	Insert plant material	1	E01	M/502/0618	10
Entry 3	*Caring for plant material	2	E02	J/601/9890	20
Entry 3	*Preparing and planting a site	2	E03	L/601/9891	20
Skill area: ICT					
Entry 1	*Using ICT to record and edit information	3	F01	D/601/9815	30
Entry 1	*Interacting purposefully with ICT	3	F02	D/602/0012	30
Entry 1	*Obtaining information from an ICT-based source	3	F03	H/602/0013	30
Entry 1	*Using creative software	3	F04	K/602/0014	30
Entry 1	*Identifying and using ICT equipment	3	F05	R/602/0010	30
Entry 1	*Responding to ICT enabled equipment	3	F06	Y/601/9814	30
Entry 2	*Using ICT to find information	2	F07	F/602/0066	20
Entry 2	*Using ICT to change a creative composition	2	F08	L/602/0054	20
Entry 2	*Using ICT to enter and edit text	2	F09	R/602/0055	20
Entry 2	*Using ICT to communicate	2	F10	R/602/0105	20
Entry 2	*Know how to use ICT safely	2	F11	Y/602/0106	20
Entry 3	Introduction to using ICT systems	3	F12	T/504/4984	30
Entry 3	*Using ICT to produce a creative composition	3	F13	A/602/0101	30
Entry 3	*Using ICT to produce a text document	2	F14	F/602/0102	20
Entry 3	*Using ICT to find information	3	F15	L/602/0099	30
Entry 3	Communicating information using ICT	3	F16	H/502/1197	15
Skill area: Manufacturing					
Entry 3	*Contributing to the manufacture of a product	2	G01	Y/601/9893	20

Level	Unit title (*unit developed by OCR)	Credit value	OCR Unit No.	Unit Reference No (URN)	GLH
Skill area: Media					
Entry 3	*Producing and editing images for a media product	2	H01	D/601/9894	20
Entry 3	*Recording and modifying material for a media product	2	H02	H/601/9895	20
Entry 3	*Writing and editing material for a media product	2	H03	M/601/9897	20
Skill area: Motor Vehicles					
Entry 3	*Carrying out basic vehicle maintenance	2	I02	T/601/9898	20
Skill area: Numeracy					
Entry 1	*Recognising time through regular events	3	J01	K/601/9817	30
Entry 1	Early mathematics: measure	2	J02	M/502/4331	20
Entry 1	Early mathematics: developing number skills	2	J03	D/502/4325	20
Entry 1	Early mathematics: sequencing and sorting	3	J04	T/502/4332	30
Entry 1	Understanding what money is used for	3	J05	D/600/0438	30
Entry 2	*Working with whole numbers up to 100	2	J06	D/602/0057	20
Entry 2	*Reading and recording time	2	J07	D/602/0060	20
Entry 2	*Collecting and presenting numerical information	2	J08	H/602/0061	20
Entry 2	*Using coins and notes	2	J09	K/602/0059	20
Entry 2	*Estimating and measuring	2	J10	M/602/0063	20
Entry 3	*Working with time	2	J11	D/602/0074	20
Entry 3	*Working with money	2	J12	H/602/0108	20
Entry 3	*Working with whole numbers up to 1000	2	J13	L/602/0068	20
Entry 3	*Presenting information in a chart	2	J14	M/602/0080	20
Entry 3	*Working with measurements	2	J15	T/602/0078	20
Skill area: Office Practice					
Entry 3	Working in business and administration	2	K01	H/600/1090	20
Entry 3	Using office equipment in a business environment	3	K02	R/600/1098	30
Skill area: Performing Arts					
Entry 3	Taking part in a performance	3	L01	A/502/3828	30
Skill area: Personal Skills					
Entry 1	Rights and responsibilities: everybody matters	3	M01	K/502/4439	30

Level	Unit title (*unit developed by OCR)	Credit value	OCR Unit No.	Unit Reference No (URN)	GLH
Entry 1	Developing self awareness: all about me	3	M02	Y/502/4422	30
Entry 1	*Taking part in daily routine activities	3	M03	T/601/9819	30
Entry 1	*Using interpersonal skills to contribute to positive relationships	2	M04	T/601/9822	20
Entry 1	Developing independent living skills: having your say	3	M05	H/502/4164	30
Entry 1	Developing independent living skills: keeping safe	2	M06	K/502/4165	20
Entry 1	Dealing with problems	4	M07	Y/502/4159	40
Entry 1	Emotional wellbeing	2	M08	A/502/5689	20
Entry 1	Healthy living	2	M09	F/502/4883	20
Entry 2	*Understanding routines	2	M10	J/601/9856	20
Entry 2	*Understanding interpersonal skills	2	M11	L/601/9857	20
Entry 2	*Finding your way around an unfamiliar area	2	M12	T/601/9853	20
Entry 2	Developing self	2	M13	M/502/0442	20
Entry 2	Dealing with problems in daily life	2	M14	D/502/0436	20
Entry 2	Emotional wellbeing	2	M15	K/502/4568	20
Entry 2	Healthy living	2	M16	L/502/0450	20
Entry 2	Individual rights and responsibilities	1	M17	F/502/0445	10
Entry 2	Making the most of leisure time	2	M18	M/502/0649	20
Entry 2	Managing own money	2	M19	Y/502/0452	20
Entry 2	Working as part of a group	2	M20	H/502/0437	20
Entry 3	Developing self	2	M23	M/502/0456	20
Entry 3	Dealing with problems in daily life	2	M24	H/502/0454	20
Entry 3	Emotional wellbeing	2	M25	R/502/5729	20
Entry 3	Introduction to diversity, prejudice and discrimination	2	M26	Y/502/5795	20
Entry 3	Healthy living	2	M27	T/502/0460	20
Entry 3	Individual rights and responsibilities	1	M28	A/502/0458	10
Entry 3	Making the most of leisure time	2	M29	H/502/0650	20
Entry 3	Managing own money	2	M30	F/502/0462	20
Entry 3	Managing social relationships	2	M31	T/502/0457	20
Entry 3	Personal safety in the home and community	2	M32	R/502/3334	20
Entry 3	Getting to a destination safely and on time	1	M33	H/502/4293	10
Entry 3	Working as part of a group	2	M34	K/502/0455	20

Level	Unit title (*unit developed by OCR)	Credit value	OCR Unit No.	Unit Reference No (URN)	GLH
Skill area: World of Work					
Entry 1	Developing skills for the workplace: following instructions	2	N01	R/502/4449	20
Entry 1	*Recognising work areas in the wider community	3	N02	D/602/0043	30
Entry 1	*Participating in a mini-enterprise project	4	N03	L/601/9826	40
Entry 1	*Recognising centre staff and the jobs they do	3	N04	Y/601/9828	30
Entry 1	Preparation for work	2	N05	L/502/4885	20
Entry 2	*Carrying out routine tasks at work	2	N06	L/601/9860	20
Entry 2	*Getting ready for starting work	2	N07	Y/601/9862	20
Entry 2	Introduction to health and safety at work	2	N08	Y/600/2236	20
Entry 2	Preparation for work	2	N09	R/502/0451	20
Entry 2	Rights and responsibilities at work	1	N10	L/501/6639	10
Entry 2	Developing job search skills	1	N11	J/502/3024	10
Entry 3	*Health and safety procedures at work	2	N12	A/601/9899	20
Entry 3	*Carrying out tasks at work	2	N13	H/601/9900	20
Entry 3	Completing a job application form	2	N14	R/502/3026	20
Entry 3	Effective communication for work	2	N15	Y/502/3027	20
Entry 3	Preparation for work	2	N16	A/502/0461	20
Entry 3	Behaving appropriately at work	1	N17	T/502/4282	10
Skill area: Personal Skills					
Entry 3	Learning to manage substance dependency	3	O1	M/507/1035	25
Entry 3	Managing recovery from substance dependency	3	O2	T/507/1036	25

6.3 Entry level 1 Achievement Continuum mapping

Life and Living Skills units at Entry Level 1 have been developed to allow recognition of achievement below Entry Levels 2 and 3. This achievement is measured against the 10 stage Entry 1 Achievement Continuum. The Entry 1 Achievement Continuum spans a wide range of achievement from the ability to encounter experiences to the ability to apply basic skills, knowledge and understanding to a range of familiar experiences.

The 'Guide to stages on the Achievement Continuum covered by Entry 1 units' provides an 'at-a-glance' guide to the stages of the Achievement Continuum covered by each Entry 1 unit in the OCR Life and Living Skills qualifications. This will enable centres to easily identify which units may be suitable for their Entry 1 learners. The stages indicated on the document against each Entry 1 unit are provided as a guide for centres; units can be achieved outside the range shown.

The Entry 1 Achievement Continuum was developed by the Qualifications and Curriculum Development Agency.

7 Administration and other information

This section provides an overview of the administration arrangements operating for these qualifications.

For information on how to administer these qualifications please follow the link to OCR's [Administration area](#).

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.

7.1 How to gain centre approval

Centres can download and complete the Centre Approval Form from the OCR website and return it to OCR. Alternatively contact the OCR Customer Support Centre on 01223 553998.

Further guidance on completion of the Centre Approval Form is provided in the Administration area.

7.2 How to enter learners

In order to let OCR know which qualifications learners wish to take, you need to make entries. Making entries must be carried out via OCR Interchange - OCR's secure extranet facility. For full details of the process please see OCR's Administration area, Entries.

7.3 What are learner entries?

In order to let OCR know which qualifications your learners wish to take, you need to make entries.

There are two ways to enter learners:

- **Full award entry** – Learners can be entered for the full award when they are intending to complete the whole qualification rather than just individual units. This is often a more cost-effective way to make entries. Please note, however, if a learner does not complete the full award, the remaining units cannot be transferred to another learner. Following qualification achievement, if a learner wishes to upgrade to the next size of qualification e.g. from an Award to a Certificate, they should claim **unit entry** for the additional units required, indicating that they are being claimed for the larger qualification.

- **Unit entry** – It is possible for learners to build up their qualification unit by unit. This may be useful if a centre is unsure whether a learner is intending to complete the full qualification.

Learners should be entered either for the full award or individual units. They should not be entered for both.

7.4   Entry routes

There are two main routes for making entries:

- **Named entry** – This is where you provide specific learner information (e.g. name and date of birth) for each qualification. The advantage of named entry is that materials we supply are personalised, requiring less manual work later. In general, this is OCR's preferred entry route.

- **Unnamed entry** – This allows you to order a number of units or qualifications in bulk, without specifying who will be taking them. Although this increases the flexibility of the administration, it may increase the administrative burden later in the process.

7.5   How to make claims

All claims should now be carried out via OCR Interchange. For full details of the process please see Making online claims for vocational qualifications.

Please note that completed work must be sent to the Life and Living Skills Examiner-moderator within 24 hours of the claim being made.

7.6   Submission Cover sheet

A Submission Cover Sheet must be completed for each learner and attached to their evidence when it is submitted to the OCR Examiner-moderator for moderation.

The Submission Cover Sheet confirms the qualification and units being claimed for each learner. It is available in the forms section of the Life and Living Skills webpage and can be completed electronically or by hand.

7.7   Collecting evidence of learner performance to ensure resilience in the qualifications system

Regulators have published guidance on collecting evidence of learner performance as part of long-term contingency arrangements to improve the resilience of the qualifications system. You should review and consider this guidance when delivering these qualifications to learners at your centre.

For more detailed information on collecting of evidence of learner performance please visit our website.

8 Supporting Documentation

8.1 OCR Life and Living Skills assessment support documents

We have produced a range of assessment support documents to support centres in the delivery and assessment of these qualifications:

Assessment recording form templates

OCR assessment and evidence recording documents have been produced for each unit in the suite of qualifications. These have been designed to support centres and learners in recording assessment and tracking evidence. The recording documents should be used in conjunction with the related unit.

Entry Level 1, 2 and 3 units: Record of Assessment and Evidence (RAE)

The above assessment forms must be completed and submitted to the OCR Examiner-moderator as evidence of achievement for each unit completed by the learner. Details on how to complete the assessment documents can be found in section 3 of this handbook.

Sample completed assessment forms and evidence

Completed OCR Life and Living Skills sample assessment and evidence recording documents for Entry 1, Entry 2 and Entry 3 units are available on the OCR website. These documents provide an example of the type of evidence which may be submitted, and the OCR forms that need to be completed and submitted for moderation at each level. Standardisation points for each unit are also available.

Entry 1 Achievement Continuum

The Entry 1 Achievement Continuum is a 10 stage continuum that identifies the characteristics of each of the 10 stages of achievement at Entry 1 and provides a descriptor for each stage. Where centres choose to complete the continuum, this document should be used to help identify which stage the learner is at.

Guide to stages on the Achievement Continuum covered by Entry 1 units

This guide shows the stages of the Entry 1 Achievement Continuum covered by each Entry 1 unit in the Life and Living Skills qualification. This enables centres to easily identify which Entry 1 units may be suitable for their learners.

The above supporting documents can be downloaded from the [Life and Living Skills webpage](#).

8.2 Useful documents and links related to these qualifications

Organisation	Documents and links
OCR Administration	OCR [Administration area](#) [Interchange agreement](#) [Getting started with Interchange](#) [Making entries for vocational qualifications via Interchange (Step-by-step guides for centres)](#) [Making online claims for Vocational qualifications (Step-by-step guides for centres)](#) [What is malpractice?](#)
OCR Life and Living Skills webpage:	[OCR Life and Living Skills webpage](#): **Under Key documents:** Entry 1 Achievement Continuum Guidance for completing Life and Living Skills recording documents Guide to stage on Achievement Continuum covered by Entry 1 units Life and Living Skills datasheet Submission Cover Sheet Unit Standardisation points **Under Units:** Unit content (in zipped folders) **Under Forms:** Records of Assessment and Evidence (in zipped folders) **Under Support materials**: Sample evidence for E1, E2 and E3 units
JCQ documents	[Access arrangements and reasonable adjustments](#) [Suspected Malpractice in Examinations and Assessments](#)

9 Guidance for Learners

9.1 What are the Life and Living Skills qualifications?

Life and Living Skills qualifications offer more than 140 'bite-sized' Entry Level units over a wide range of skill areas. Any of these units can be combined to build a Life and Living Skills qualification that reflects your individual interests and skills.

There are no minimum entry requirements, and the qualifications are suitable for both young people and mature learners, including those with profound and multiple learning disabilities. The qualifications contain units suitable for learners working at different stages of the Entry 1 Achievement Continuum.

A range of different sized qualifications at Entry Level 1, Entry Level 2 and Entry Level 3 are available. This choice of qualifications allows you to progress to higher level qualifications or achieve more units at the same level if you are unable to progress to a higher level.

Qualifications available in the Life and Living Skills suite

OCR Entry Level 1 Introductory Award in Life and Living Skills – 2 credits

OCR Entry Level 1 Award in Life and Living Skills – 6 credits

OCR Entry Level 1 Extended Award in Life and Living Skills – 9 credits

OCR Entry Level 1 Certificate in Life and Living Skills – 13 credits

OCR Entry Level 1 Extended Certificate in Life and Living Skills – 25 credits

OCR Entry Level 1 Diploma in Life and Living Skills – 37 credits

OCR Entry Level 2 Introductory Award in Life and Living Skills – 2 credits

OCR Entry Level 2 Award in Life and Living Skills – 6 credits

OCR Entry Level 2 Certificate in Life and Living Skills – 13 credits

OCR Entry Level 2 Extended Certificate in Life and Living Skills – 25 credits

OCR Entry Level 2 Diploma in Life and Living Skills – 37 credits

OCR Entry Level 3 Introductory Award in Life and Living Skills – 2 credits

OCR Entry Level 3 Award in Life and Living Skills – 6 credits

OCR Entry Level 3 Certificate in Life and Living Skills – 13 credits

OCR Entry Level 3 Extended Certificate in Life and Living Skills – 25 credits

OCR Entry Level 3 Diploma in Life and Living Skills – 37 credits

9.2   What do I have to do to achieve a qualification?

Each unit in has a credit value. To achieve any of the above Life and Living Skills qualifications you must achieve the required number of credits by selecting a combination of units from those listed in Section 6 of this handbook. You can choose any unit from any skill area at any level. The level and size of qualification you achieve will depend on the number of credits you achieve at a particular level. Refer to section 6 for full details of the qualification structure and units.

9.3   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 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.

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

These qualifications are designed to recognise learners' development of knowledge and/or skills to operate independently and be effective in life, learning and work.

These qualifications may also form a progression route to higher level courses such as Level 1 Functional Skills qualifications, where appropriate for learners.

9.5   How are the units assessed?

All of the units are assessed by centre staff, who will have a good understanding of the content of the units and the ability of the learner. When the centre claims the certificates for their learners, the work is sent to an OCR Examiner-moderator, who checks the assessor's work before approving the certificate claim.

9.6   Do I need to pass all of the units?

The units that need to be passed in order to achieve a full Life and Living Skills qualification are detailed in section 6 – Qualification Structure and Units. However, each unit represents a worthwhile achievement in its own right, and certification is also available for individual units.

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

10 Contacting us

10.1 Feedback and enquiries

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.

Telephone: 01223 553998
Email: support@ocr.org.uk

Alternatively, you could visit OCR's website for further information about OCR qualifications.

10.2 Complaints

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.

10.3 Professional development

As part of our teacher training we offer a broad range of courses. We are 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 what is available, please visit our website.

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

12   Key updates to this handbook

Section	Title of section and change	Version and date issued
All	Hyperlinks refreshed	February 2024
7.7	Collecting evidence of learner performance to ensure resilience in the qualifications system – new section added	
All	Hyperlinks refreshed	August 2022
3	3.9 Reporting Suspected Malpractice updated	
Associated suite documentation	All forms and units are available on the website. The forms have been updated with the current logo and copyright. In the units, we have made some changes to the third column 'Examples of ways assessment criteria could be met'. Please see the SIU notice issued July 2021 and the document, *Life and Living Skills – Unit change details,* in the Key documents section of the website for detailed information.	June 2021
All	Hyperlinks refreshed	
All	Hyperlinks refreshed	March 2021
All	Contact information has been updated	
6	The following units were withdrawn in 2015 and have now been removed from Section 6 *Qualification structure and units* G2 Producing a product (H/501/6369) N18 Investigating rights and responsibilities (J/501/6333) C9 Introduction to the local community (F/500/4682) I1 Identification of basic external and internal car parts (L/500/5561) M21 Introduction to issues of substance misuse (A/500/5524) M22 Personal body hygiene awareness (F/500/4729)	July 2019
	The qualification content and structure is unchanged from the previous version. The following sections have been updated:	January 2019
All sections	Hyperlinks	
2	2.1 Reference to Performance information has been removed 2.8 Guided learning hours and Total Qualification Time Unique Learner Numbers and the Personal Learning Record 2.9 Funding 2.13 Accessibility	
3	3.6 Postal submissions – section added 3.7 Electronic submission (email) – section added 3.8 Electronic submission (e-portfolio) – section added	

Section	Title of section and change	Version and date issued
6	6.1 Information about units removed from September 2015 has been deleted 6.3 Entry level 1 Achievement Continuum mapping moved from section 10	
8	8.2 useful documents and links related to these qualifications moved from section 10.	
10	Contacting us	
All sections 2 3	Removed references to the Qualifications and Credit Framework (QCF) Replaced information about the Admin Guide with the Admin Area of the OCR website 2.5 Unique Learner Numbers updated 2.9 Funding 3.9 Reporting suspected malpractice	February 2017
6	Units being withdrawn from suite from September 2015. G2 Producing a product (H/501/6369) N18 Investigating rights and responsibilities (J/501/6333) C9 Introduction to the local community (F/500/4682) I1 Identification of basic external and internal car parts (L/500/5561) M21 Introduction to issues of substance misuse (A/500/5524) M22 Personal body hygiene awareness (F/500/4729) Please note that certification claims cannot be made for units after this date, nor will these units count towards full awards/certificates.	May 2015
6	Added two units – Personal Skills	March 2015

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▶ **youtube.com/ocrexams**

Call our customer support centre on
01223 553998

Alternatively, you can email us on
support@ocr.org.uk

Visit our online support centre at
support.ocr.org.uk