QCF

| Entrepreneur |

| Centre Handbook |

| OCR Level 2 Award in Being Entrepreneurial – Identifying Opportunities
Entry code 10341 |

| OCR Level 2 Award in Being Entrepreneurial – Identifying and Pitching Opportunities
Entry code 10342 |

| OCR Level 3 Award in Being Entrepreneurial – Evaluating Opportunities
Entry code 10343 |

| OCR Level 3 Award in Being Entrepreneurial – Evaluating and Pitching Opportunities
Entry code 10344 |

**June 2014: This version (1.2) contains information about the introduction of MAPS
Changes are indicated by a black line**

Contents

Contents

1 Introduction to these qualifications

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

Staff involved in the delivery of these qualifications must have access to and understand the requirements in this handbook.

You should read this document in conjunction with the *Admin guide: Vocational Qualifications*.

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

1.1 Why choose these qualifications?

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

- develop their skills and competences in entrepreneurial mind and skill sets

- achieve a nationally recognised qualification

- progress to employment

- progress within the suite. For example, a candidate achieving the Level 2 Award may wish to progress onto the Level 3 Award or onto other OCR qualifications

- progress to further study

- continue professional development.

These qualifications:

- are vocationally-related

- are credit-based

- support development of Functional Skills, Essential Skills

- are regulated in the Qualifications and Credit Framework (QCF) and are eligible for funding

- appear on the Register of Regulated Qualifications http://register.ofqual.gov.uk/

- are internally assessed by your assessors and quality assurance personnel and externally moderated by us.

1.2 Entry requirement

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

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

These qualifications are accredited in the QCF for learners aged 14 years and over.

There are no formal entry requirements for these qualifications.

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

1.3 Funding

These qualifications are accredited in the QCF and are eligible for funding.

For further details regarding approval and funding eligibility you should refer to the following websites:

Department for Education (DfE) under Section 96 of the Learning and Skills Act2000

Skills Funding Agency for public funding in England

DAQW – Database of Approved Qualifications for public funding in Wales

Department for Employment and Learning for public funding in Northern Ireland

Education Funding Agency for public funding information for 16-19 learners in England

You should use the QCF Qualification Number (QN) when looking for public funding for candidates. Each unit within a qualification will also have a QCF unit code.

If you have any queries regarding funding for this qualification contact us by email at funding@ocr.org.uk.

1.4 Guided learning hours (GLH)

Guided learning hours indicate the approximate time (in hours) the tutor will spend supervising or directing study time and assessment. Each unit includes the GLH.

Each qualification requires the following guided learning hours:

OCR Level 2 Award in Being Entrepreneurial – Identifying Opportunities 60 GLH

OCR Level 2 Award in Being Entrepreneurial – Identifying and Pitching Opportunities 80 GLH

OCR Level 3 Award in Being Entrepreneurial – Evaluating Opportunities 60 GLH

OCR Level 3 Award in Being Entrepreneurial – Evaluating and Pitching Opportunities 80 GLH

1.5   Performance figures

For detailed information on performance tables, see the [DfE website](#) and/or Reporting and Analysis for Improvement through school Self-Evaluation site [RAISE online](#).

For some qualifications, information on their contribution to performance measures is available on Ofqual's [Register of Regulated Qualifications](#). To find this information, select 'Search Qualifications' and in the 'Simple Search' fields, enter the Ofqual Qualification Number and click on 'Search'. In the search results area, click on the qualification number, scroll to the bottom of the page and click on 'View Performance Measures'.

2 Qualification summary

2.1 Level 2 Award in Being Entrepreneurial – Identifying Opportunities

OCR entry code	10341	**Qualification Number (QN)**		601/0639/6
Approved age group	Pre-16	16-18	18+	19+
	Yes	Yes	Yes	Yes
This qualification is suitable for	• candidates studying in preparation for employment • candidates wishing to gain a Level 2 qualification to support further study • use in 16-19 study programmes • enrichment programmes			
Entry requirements	There are no formal entry requirements for this qualification.			
Credit requirement	total credit is 10 credits			
Structure and options	1 mandatory unit from mandatory group		10 credits	
Assessment model	This qualification is pass/fail This qualification is internally assessed by your assessors and quality assurance personnel (e.g. teachers, tutors) and externally moderated by OCR. The methods of moderation available are: • OCR MAPS e-portfolio • Postal moderation • Submission by email • Centre e-portfolio			
Last date to enter candidates	This is the operational end date in the Register of Regulated qualifications. We will always provide you with advanced notice when setting a last entry date and a last certification date.			

2.2 Level 2 Award in Being Entrepreneurial – Identifying and Pitching Opportunities

OCR entry code	10342		Qualification Number (QN)		601/0594/X
Approved age group	Pre-16	16-18	18+		19+
	Yes	Yes	Yes		Yes
This qualification is suitable for	- candidates studying in preparation for employment - candidates wishing to gain a Level 2 qualification to support further study - use in 16-19 study programmes - enrichment programmes				
Entry requirements	There are no formal entry requirements for this qualification.				
Credit requirement	total credit is 12 credits				
Structure and options	2 mandatory units from mandatory group			12 credits	
Assessment model	This qualification is pass/fail This qualification is internally assessed by your assessors and quality assurance personnel (e.g. teachers, tutors) and externally moderated by OCR. The methods of moderation available are: - OCR MAPS e-portfolio - Postal moderation - Submission by email - Centre e-portfolio				
Last date to enter candidates	This is the operational end date in the Register of Regulated qualifications. We will always provide you with advanced notice when setting a last entry date and a last certification date.				

2.3 Level 3 Award in Being Entrepreneurial – Evaluating Opportunities

OCR entry code	10343	**Qualification Number (QN)**		601/0998/1
Approved age group	Pre-16	16-18	18+	19+
	Yes	Yes	Yes	Yes
This qualification is suitable for	• candidates studying in preparation for employment • candidates wishing to gain a Level 3 qualification to support further study • use in 16-19 study programmes • enrichment programmes			
Entry requirements	There are no formal entry requirements for this qualification.			
Credit requirement	total credit is 10			
Structure and options	1 mandatory unit from mandatory group			10 credits
Assessment model	This qualification is pass/fail. This qualification is internally assessed by your assessors and quality assurance personnel (e.g. teachers, tutors) and externally moderated by OCR. The methods of moderation available are: • OCR MAPS e-portfolio • Postal moderation • Submission by email • Centre e-portfolio			
Last date to enter candidates	This is the operational end date in the Register of Regulated qualifications. We will always provide you with advanced notice when setting a last entry date and a last certification date.			

2.4 Level 3 Award in Being Entrepreneurial – Evaluating and Pitching Opportunities

OCR entry code	10344	Qualification Number (QN)		601/0642/6
Approved age group	Pre-16	16-18	18+	19+
	Yes	Yes	Yes	Yes
This qualification is suitable for	- candidates studying in preparation for employment - candidates wishing to gain a Level 3 qualification to support further study - use in 16-19 study programmes - enrichment programmes			
Entry requirements	There are no formal entry requirements for this qualification.			
Credit requirement	total credit is 12 credits			
Structure and options	2 mandatory units from mandatory group		12 credits	
Assessment model	This qualification is pass/fail. This qualification is internally assessed by your assessors and quality assurance personnel (e.g. teachers, tutors) and externally moderated by OCR. The methods of moderation available are: - OCR MAPS e-portfolio - Postal moderation - Submission by email - Centre e-portfolio			
Last date to enter candidates	This is the operational end date in the Register of Regulated qualifications. We will always provide you with advanced notice when setting a last entry date and a last certification date.			

3 Structure and content

3.1 Qualification structure and rule of combination

Each qualification in the Qualifications and Credit Framework (QCF) has a Rule of Combination (ROC).

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

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

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

3.2 OCR Level 2 Award in Being Entrepreneurial – Identifying Opportunities

Entry Code 10341 - Ofqual Qualification Number 601/0639/6
10 credits required for this qualification
Mandatory Group 1 Unit 2 Being entrepreneurial – identifying viable opportunities - 10 credits (Ofqual Unit Number K/505/3908)

3.3 OCR Level 2 Award in Being Entrepreneurial – Identifying and Pitching Opportunities

Entry Code 10342 - Ofqual Qualification Number 601/0594/X
12 credits required for this qualification
Mandatory Group 1 Unit 1 Pitching ideas to others - 2 credits (Ofqual Unit Number H/505/3907) Unit 2 Being entrepreneurial – identifying viable opportunities - 10 credits (Ofqual Unit Number K/505/3908)

3.4 OCR Level 3 Award in Being Entrepreneurial – Evaluating Opportunities

Entry Code 10343 – Ofqual Qualification Number 601/0998/1
10 credits required for this qualification
Mandatory Group 1 Unit 3 - Being entrepreneurial – evaluating viable opportunities - 10 credits (Ofqual Unit Number M/505/3909)

3.5 OCR Level 3 Award in Being Entrepreneurial – Evaluating and Pitching Opportunities

Entry Code 10344 - Ofqual Qualification Number 601/0642/6
12 credits required for this qualification
Mandatory Group 1 Unit 1 Pitching ideas to others - 2 credits (Ofqual Unit Number H/505/3907) Unit 3 - Being entrepreneurial – evaluating viable opportunities - 10 credits (Ofqual Unit Number M/505/3909)

Table of units

OCR Unit No	SSC Unit No	Unit Title	Unit reference Number (URN)	Level	Credit	GLH
1		Pitching ideas to others	H/505/3907	2	2	20
2		Being entrepreneurial – identifying viable opportunities	K/505/3908	2	10	60
3		Being entrepreneurial – evaluating viable opportunities	M/505/3909	3	10	60

4 Centre assessor and internal standardisation requirements

This section provides information on centre assessor and internal standardisation requirements for moderated qualifications.

4.1 Assessment centre requirements

Tutors should have the relevant level of subject knowledge to deliver these qualifications.

Tutors must make sure that the supporting knowledge, understanding and skills requirements for each learning outcome are fully addressed, so that candidates can effectively progress towards meeting the requirements of each assessment criterion.

The teaching content contained within each unit is not exhaustive. This may be expanded or tailored to particular contexts in which the unit is being taught or to meet the interests and needs of the candidates.

We recommend that teaching and development of subject content and associated skills be referenced to real life situations and case studies.

4.2 Centre Assessor responsibilities

The centre assessor is normally the course tutor and is responsible for assessing candidates' evidence.

If you have more than one centre assessor we expect you to make sure that the quality and standard of assessment is consistent (see section 4.3).

Your centre is responsible for identifying staff that are able to act as assessors. We require assessors to have the relevant level of subject knowledge to deliver these qualifications and to assess candidates' work in accordance with the unit specifications and any assessment requirements. Where centre assessment fails to meet national requirements, as determined by the learning outcome and assessment criteria of the unit(s), the unit or claim may be withdrawn.

Assessors must:

- judge candidates' work against the assessment criteria identified in the units

- identify valid and sufficient evidence (by annotating the evidence)

- ensure candidates' work is authentic (see section 5.4)

- identify gaps in evidence and ensure gaps are filled before the unit is sent to the OCR moderator

- give feedback to candidates

- liaise with other assessors in the centre to ensure assessment decisions are to the required standard

- confirm candidate achievement either by completing and signing the required Candidate Evidence Record Sheets and the Submission Cover Sheets or by completing the evidence checklist and declaration in the MAPS e-portfolio

- ensure copies of candidates' work are saved before submission in case work is lost in the post. Please note we do not return work

- maintain records of candidates' achievements which would be needed in the event of any submission or results enquiries.

Centre-assessed work is submitted in the MAPS e-portfolio, submitted in a centre e-portfolio, posted or sent by email to the OCR moderator for moderation, so that we can sample it, in order to ensure that standards are met.

4.3   Centre standardisation for multiple assessors

If your centre has a number of assessors for these qualifications we recommend best practice is to carry out internal quality assurance and standardisation to ensure all work is assessed to the required standard.

If you are the only assessor in your centre for this qualification then best practice is to ensure that your assessment decisions are standardised. An example would be to ask another assessor in your centre to review a sample of your assessment decisions.

In order to maintain a consistent approach to internal standardisation, a centre co-ordinator **could** be nominated. The centre co-ordinator would then be responsible for:

- ensuring that all assessors are assessing to the required standard

- arranging regular standardisation meetings

- ensuring cross-moderation of work between assessors

- maintaining records of the outcome of cross-moderation activities

- advising centre assessors of any discrepancies in assessment

- suggesting ways in which assessment may be brought into line to meet the required standard.

5 Assessment and moderation

5.1 Assessment

5.1.1 Initial assessment of candidates

It is important that your centre carries out an initial assessment to identify candidates' level of competence, knowledge and understanding and any potential gaps that need to be addressed. This will help you make sure these qualifications are suitable for your candidates.

See section 1.2 for information on entry requirements and section 9.8 for recognition of prior learning.

5.1.2 How these qualifications are assessed

Achievement at unit level is Pass or Fail.

Please note we use the term moderator throughout this handbook. On Interchange you will see the term examiner-moderator.

All units are centre-assessed and externally moderated by our moderator. The methods of moderation available are:

- OCR MAPS e-portfolio
- Post moderation
- Submission by email
- Centre e-portfolio.

Assessment and moderation can take place at any time.

Assessment of this qualification will be carried out in accordance with the appropriate codes of practice approved and published by the regulatory authorities.

5.1.3 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 5.2.

5.1.4 Suitable to the needs of the candidate

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

For candidates who have access requirements see 'Access arrangements including special consideration' (see Section 9.9).

If you think that any aspect of these qualifications unfairly restricts access and progression, please contact our Customer Contact Centre by phone: 024 76 851509 or by email at vocational.qualifications@ocr.org.uk.

5.2   Evidence

Tutors must assess the evidence for these qualifications and check that each criterion has been successfully met by the candidate before work is signed and submitted for external moderation.

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.

The whole assessment and moderation process can be carried out in MAPS. You can use MAPS to:

- setup your candidates and group them into classes

- allocate units to classes or individual candidates and set a deadline

- enable candidates to create and store their evidence in MAPS

- enable candidates to link their evidence to the allocated unit and submit it to their teacher for marking

- mark the candidate's work and provide them with feedback

- submit work for moderation within MAPS

You should only submit work to OCR for moderation once it has been marked, using the evidence checklist (e-checklist) or the Red Pen Tool in MAPS and confirming it meets all of the assessment criteria required by the unit/s being submitted.

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

When you are satisfied that the candidate has met all of the requirements for the unit, you must confirm the assessment process is complete:

- for paper submission – by signing the candidate evidence record sheet for the unit

- for submission by email - inserting the tutor's name on the candidate evidence record sheet

- for submission by centre e-portfolio - inserting the tutor's name on the candidate evidence record sheet

- for submission in MAPS - the tutor must make a centre declaration at the point of making the submission and does not need to submit the candidate evidence record sheet. See section 5.5 Evidence checklists in MAPS.

Types of evidence

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

Evidence can take many forms, for example, DVDs, digital recordings, CD and paper-based or digitally formatted documents, screen prints, photographs supported by a personal statement; reports/logs.

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

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

- Observation

- Questioning

- Witness statements

- Personal statement

- Tasks or projects.

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

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

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 the tutor.

The quality and breadth of evidence presented should enable the tutor to confirm the candidate has the required knowledge, understanding, skills and satisfies all the assessment criteria.

It is anticipated that your centre will create programmes of learning for candidates to enable the completion of these units. This may generate additional items of evidence. Your centre is free to do this but should only include the specific evidence required for each unit submitted for moderation.

5.3   Witness statements / Tutor observation

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

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

A witness statement is used to support work. It should not be used to evidence achievement of a whole unit or Learning Outcome.

Witness statements can be made verbally to the centre assessor, transcribed or recorded and submitted as evidence.

It is not appropriate for a witness statement to contain a list of the skills. Witnesses must describe what the candidate did. The centre assessor will then judge whether the candidate's activities demonstrate they meet the standards.

Witness statements must include the following:

- the candidate's name

- the date, time and venue of the activity

- a description of the activities performed by the candidate

- the date the statement was written

- a description of their relationship to the candidate

- the witness' signature and job title

- the witness' contact details (such as telephone number).

5.4 Candidate evidence record sheet (mandatory for paper, email or centre e-portfolio submission)

We have designed evidence sheets for each unit and they are available to download from the qualification page of our website at www.ocr.org.uk.

Evidence must be accompanied by a candidate evidence record sheet, showing that all assessment criteria have been met and detailing where the appropriate evidence can be found.

The use of this document is mandatory.

5.5 Evidence checklist in MAPS

If MAPS is used to support the assessment process then an evidence checklist within MAPS is used to show that all assessment criteria have been met and where the appropriate evidence can be found. This replaces the use of the candidate evidence record sheet.

5.6 Authentication

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

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

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge a source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that you ensure candidates understand:

- the work they submit must be their own

- the meaning of plagiarism and what penalties may be applied.

Candidates may refer to research, quotations or evidence but they must list their sources.

These qualifications allow for candidates to work in groups or with others, for example, in undertaking research, but candidates must provide an individual response as part of any task outcome.

Please note: You must confirm to us that the evidence produced by candidates is authentic. This is by signing the candidate evidence record sheet and the submission cover sheet which includes a declaration for assessors to sign and is available from our [website.](website)

When submitting evidence for moderation in MAPS you will be required to make a centre declaration confirming the authenticity of the candidate's work. For this reason your centre should **also** hold a signed candidate authentication statement for all candidates submitting work in MAPS (available from our website). However you don't need to use the candidate evidence record sheet or submission cover sheet if using MAPS.

5.7   Submitting claims

There are no specific deadlines for making certification claims; however, it is important only to make claims when you are confident that the requirements for the unit have been met.

Claims should not be made unless, in the final opinion of your centre, the evidence meets the requirements for certification.

When using MAPS all electronic evidence is submitted directly within the system for moderation. See the user guides and video tutorials available in MAPS.

If you are not using MAPS and candidate portfolios contain electronic evidence that is greater than 10MB, e.g. digital recordings or other digital information, video footage, sound recordings, this **must** be submitted as a DVD and posted to the moderator. (If your centre uses e-portfolios, and you are prepared to provide log on details to our moderator, we can moderate the candidates' e-portfolios remotely.)

5.7.1 Postal submissions

When sending the work through the post you **must** include:

- a printout of the full claim from Interchange

- a submission cover sheet for each candidate which can be downloaded from our qualification page

- a candidate evidence record sheet which can be downloaded from our qualification page

- all relevant evidence.

Your centre should clarify any assessment queries with OCR before submitting claims for centre-assessed work. **The moderation process must not be used as a means of obtaining a second opinion on assessment decisions.**

Centre assessed units should not be submitted to the moderator unless your assessor is satisfied that all the necessary criteria for an award of the unit have been met by the candidate.

Do not submit evidence in folders or plastic pockets but staple together the candidate evidence record sheet and candidate evidence in an appropriate order.

You **must** send the work to the moderator within 24 hours of submitting the claim via Interchange. (Certificates will normally be issued 21 working days after correctly submitting your candidate work to the moderator.)

You should make sure that work for each claim is packaged separately: do not submit work for more than one claim in the same package. We recommend that you use a secure form of delivery to send the candidates' portfolios to your allocated moderator.

Please note we:

- **cannot take responsibility for any work lost in transit**

- **are unable to return candidate work to your centre, so we strongly recommend that you take a copy before submitting evidence**

- **will not return originals or copies of portfolios and they will be destroyed after six months.**

5.7.2 Electronic submissions (email)

When sending the work electronically you **must** include:

- a copy of the full claim from Interchange

- a submission cover sheet for each candidate which can be downloaded from our qualification page

- a candidate evidence record sheet which can be downloaded from our qualification page

- all relevant evidence.

You should clarify any assessment queries with OCR before making claims for centre-assessed work. **The moderation process must not be used as a means of obtaining a second opinion on assessment decisions.**

Centre assessed units should not be submitted to the moderator unless your centre assessor is satisfied that all the necessary criteria for an award of the unit have been met by the candidate.

You **must** make the work electronically accessible to the moderator within 24 hours of submitting the claim via Interchange. (Certificates will normally be issued 21 working days after correctly submitting your candidate work to the moderator.)

Electronic submissions (email) - step-by-step guide

To submit work electronically to the moderator you need the 4 digit OCR mailbox address e.g. ocremxxxx@ocr.org.uk. This information is available on Interchange by hovering over 'Centre information' and then clicking on 'View examiner-moderators' in the left-hand menu. Then just enter the qualification information into the relevant boxes and a list of the moderators for these qualifications will be produced.

Candidate evidence can be emailed direct to this address, as soon as the unit(s) are claimed on Interchange.

The subject heading should include the **centre number, entry code and claim number** as indicated on Interchange. Each email should only contain the evidence of one claim number (see point 8 below about size limitations).

Follow these guidelines:

1. You need to include a copy of the whole claim from Interchange.

2. Create one folder for each candidate and include:
   - the Submission Cover Sheet
   - the Candidate Evidence Record Sheet
   - the relevant evidence files.
   - If you are submitting more than one unit, create a sub-folder for each unit and include the Submission Cover Sheet in the main folder.

3. The Candidate Evidence Record Sheet should also be included in the sub-folder for each unit.

4. Ensure all files show evidence of the assessor's marking. If there are no errors on a print, tick or mark as 'no errors'.

5. Evidence can be scanned to show marking, please scan prints in the correct sequence and orientation.

6. Hyperlinks can be incorporated into the Candidate Evidence Record Sheet in order to make it easier for the moderator to find which part of the evidence maps to the assessment criteria.

7. We accept any pdf, rar, zip, MS Office files (any version).

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

5.7.3 Submissions using e-portfolios

To submit work electronically to the moderator you need the 4 digit OCR mailbox address e.g. ocremxxxx@ocr.org.uk. This information is available on Interchange by hovering over 'Centre information' and then clicking on 'View examiner-moderators' in the left-hand menu. Then just enter the qualification information into the relevant boxes and a list of the moderators for these qualifications will be produced.

If your centre is using an e-portfolio to organise the candidate's work, you can email your-moderator's OCR mailbox, giving them login details and instructions on how to navigate around the site. It is important to send the moderator this information each time you make a claim. The login details will also be required to make access available to other individuals, as advised by us, for quality assurance purposes. You **must** ensure that the work in the portfolio is accessible for a minimum of six months for quality assurance and in the event of a results enquiry. After this time the portfolios can be removed.

Follow these guidelines:

- Ensure that the Submission Cover Sheet and the Candidate Evidence Record Sheet are included in the portfolio.

- Ensure that final candidate evidence is easy to find.

- Ensure that all candidate evidence for each unit is contained within the same folder.

Please follow points 4 to7 in the section on Electronic Submissions:

- Feedback/marking of candidate work can be submitted on a separate document.

- Size should be restricted to 10mb per file as otherwise it takes too long for the moderator to download.

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

For enquiries relating to these qualifications, contact our Customer Contact Centre by phone: 024 76 851509 or by email at vocational.qualifications@ocr.org.uk .

5.7.4 Submissions using MAPS

You use MAPS for the assessment process and to submit your candidates' work for moderation electronically. However, you should only submit work for moderation once it has been marked, using the evidence checklist (e-checklist) or the Red Pen Tool in MAPS and confirming it meets all of the assessment criteria required by the unit/s being submitted.

When you are ready to submit work for moderation in MAPS you will also need to make a claim. Each claim has a unique number that links the claim in Interchange with the work submitted in MAPS so both **must** contain the same combination of candidates and unit/s. In MAPS unit/s can only be submitted for the same level at the same time, e.g. level 2 **or** level 3 but not both. Therefore any claim created in Interchange should be for unit/s at the same level **only**.

You **don't** need to use the Candidate Evidence Record Sheets or the Submission Cover Sheets when submitting work in MAPS.

You **do** need to complete and retain a signed candidate authentication statement for each candidate submitting work in MAPS.

If you want to use **unnamed** unit or qualification entries the claim in Interchange can be completed directly from MAPS. If you want to use **named** unit or qualification entries the claim has to be completed in Interchange first before submitting work in MAPS.

In either scenario (**unnamed** or **named** unit or qualification entries) emails are sent from both Interchange and MAPS to your allocated moderator to inform them that there is a claim to be processed in Interchange and work to be moderated in MAPS. It is important that if using **named** unit or qualification entries the work is submitted in MAPS immediately after the claim has been created in Interchange and that they contain the same combination of candidates and unit/s.

5.8   Moderating the claims

5.8.1 External moderation – how it works

Candidate work is submitted to the allocated OCR moderator who will moderate your centre assessment decisions in order to ensure that standards are being met. This is achieved through systematic sampling and the assessment decisions of each centre assessor submitting work will be sampled.

The moderation works on a process of sampling where any errors found in your assessment are subsequently checked for all candidates. This system is well established as a highly accurate method of moderation. If however, substantial errors are found in your assessment, the accuracy of the sampling procedure may become questionable, in which case we extend the sample and will potentially moderate all evidence within the claim.

A sanction will be applied where the work submitted does not meet the required standard. Any units which have not met the standards will be withdrawn.

The moderator will complete a centre feedback report (eNQF6) for the claim; this will be available to view on Interchange, unless the whole claim is withdrawn, in which case the report will be sent directly to your centre. If your centre assessment is satisfactory, arrangements will be made for certification.

If a moderator is unable to process a unit because work is missing, or it has not been claimed on Interchange, or the documentation is incorrect, a Centre Request Letter is forwarded to your centre by OCR Operations. You should provide the information on receipt of this letter so that moderation can take place. If you do not respond promptly it may result in withdrawal of all or part of the claim.

A delayed response may also result in certificates not being received within the published timescales.

If the unit is withdrawn a new claim will need to be made when the evidence is re-submitted. **Please note we will not return originals or copies of portfolios. They will be retained for six months for quality assurance and in the event of a results enquiry. After this time the portfolios will be destroyed.**

Moderators are not permitted to enter into direct contact with your centre. In no circumstances must your centre attempt to contact your moderator in any way other than through posting or emailing candidate work to the address provided to them by OCR. Any queries concerning the units or assessment must be directed to vocational.qualifications@ocr.org.uk or contact us by phone on 024 76 851509.

5.8.2 Centre feedback reports (enqf6)

Once moderation is complete, the moderator will produce a centre feedback report (enqf6) for each claim. This form is a multi-purpose document which is used to:

- record any adjustments to your centre's assessment or administration

- provide feedback to your centre on possible issues with your centre's assessment or administration.

To view the report, log in to Interchange. Hover over 'Centre information' and then click on 'examiner-moderator reports'.

The content of this report is intended to be a constructive and essential part of the standardisation process designed to ensure consistent assessment nationally. This report will detail any changes to the results awarded by your centre, giving reasons and examples where appropriate for all units. If your centre assessment is satisfactory, arrangements will be made for certification.

Where several claims have been submitted for the same scheme code, on the same day, a single report may cover all claims.

5.9 Centre malpractice guidance

It is the responsibility of the Head of Centre[1] to report (in writing) all cases of suspected malpractice involving centre staff or candidates. A JCQ Report of Suspected Malpractice form (JCQ/M1), which is available to download from the JCQ website, should be completed 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.

Further information is contained in the publication: *OCR Malpractice Procedures - A Guide for Centres* and the JCQ publication: *General and Vocational Qualifications – Suspected Malpractice in Examinations and Assessments* which is available from www.jcq.org.uk.

---

[1] The Head of Centre is defined as the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, e.g. 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.

6 Support

6.1 Free resources

The following materials are available on our website:

- This centre handbook

- Assessment documents:

  - Candidate Evidence Record Sheet (mandatory)

  - Submission Cover Sheet (mandatory)

  - Witness statement (optional)

- Support documents:

  - Specifically designed teaching resources to support delivery

- MAPS documents (available in the Help section in MAPS when you login):

  - Student and teacher user guides

  - Video tutorials.

6.2 Interchange

Interchange has been designed to help you to carry out day-to-day administration functions online, quickly and easily. The site allows you to buy candidate entries, make claims, see the progress of your claims and read centre feedback. In addition, you will have immediate and free access to candidate information. Sign up at www.ocr.org.uk/ocr-for/exams-officers/interchange/.

6.3 Professional Development Programme

We are constantly looking for ways to improve the support we offer to tutors and to make our professional development programme more accessible and convenient to all.

To find out more about our Professional Development Programme, please visit our website at http://www.ocr.org.uk/i-want-to/professional-development/

6.4   Documents referred to in this handbook

Our publications

Admin guide: Vocational Qualifications

Making entries for vocational qualifications via Interchange

Making online claims for vocational qualifications

JCQ publications:

http://www.jcq.org.uk

Access Arrangements, Reasonable Adjustments and Special Consideration

Suspected Malpractice in Examinations and Assessments

Ofqual

http://www.ofqual.gov.uk/how-we-regulate/regulatory-documents/

Ofqual's General Conditions of Recognition
Ofqual's Regulatory Arrangements for the Qualifications and Credit Framework (Ofqual, August 2008).
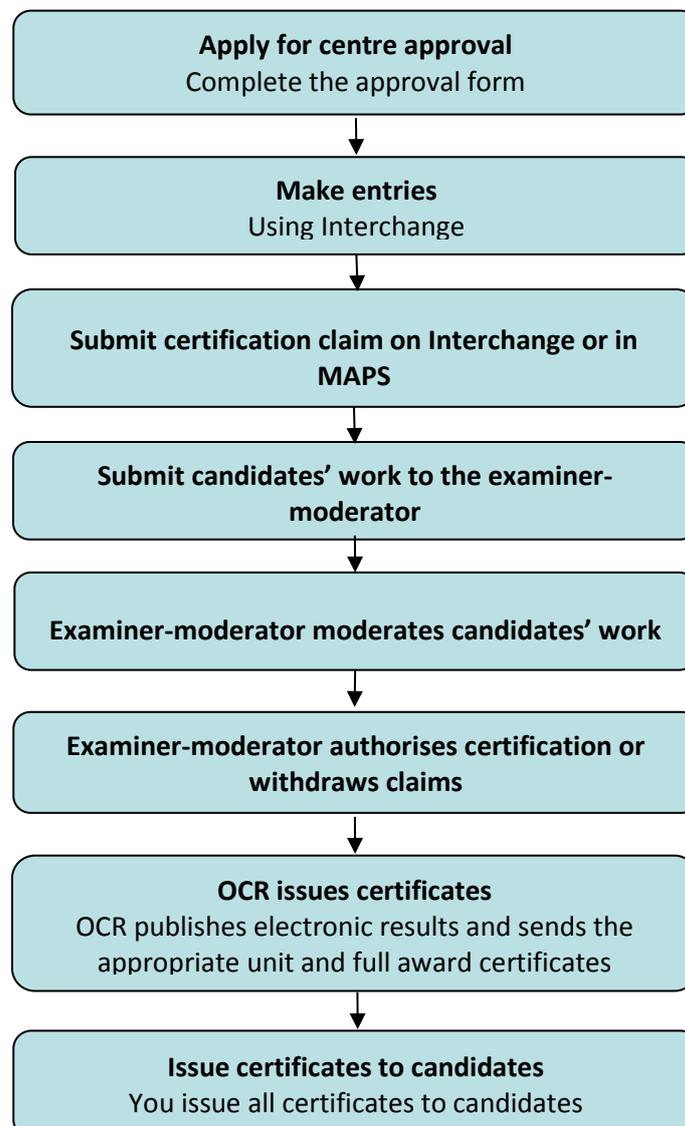
7 Administration

7.1 Overview of full process

The flow chart below provides a brief summary of the administration process for these qualifications.
For detailed information refer to our *Admin guide: Vocational Qualifications*.

7.1.1 Administration flowchart for moderated qualifications

Apply for centre approval
Complete the approval form

↓

Make entries
Using Interchange

↓

Submit certification claim on Interchange or in MAPS

↓

Submit candidates' work to the examiner-moderator

↓

Examiner-moderator moderates candidates' work

↓

Examiner-moderator authorises certification or withdraws claims

↓

OCR issues certificates
OCR publishes electronic results and sends the appropriate unit and full award certificates

↓

Issue certificates to candidates
You issue all certificates to candidates

7.2   How to apply for centre approval

Your centre can either complete and submit the electronic Centre Approval Form available on our website or download the form and return the paper version to OCR Operations.

If you have any queries about centre approval contact our Customer Contact Centre on 024 7685 1509.

7.3   Making entries

7.3.1 Qualification or unit entries

Centres must have been approved to offer these qualifications in order to make entries. We recommend your centre applies to become an approved centre well in advance of making their first entries.

Entries must be made via Interchange - OCR's secure extranet facility. For full details of the process see *Making entries for vocational qualifications via Interchange*.

Centres must have made an entry for a qualification or a unit in order for us to provide the assessor details.

Candidates should be entered either for the full award **or** individual units; they should not be entered for both.

Options for candidate entry:

- Full award entry – Where candidates intend to complete the whole qualification, rather than just individual units, they can be entered for the full award. This is often a more cost-effective way of making entries. However if the candidate does not complete the full award, the remaining units cannot be transferred to another candidate. Please see the fees list for qualification and unit fees.

- Unit entry – Candidates can build their qualification unit by unit. This entry route may be useful if your centre is unsure whether a candidate is intending to complete the full qualification.

Route for making entries:

- Named entry – You provide specific candidate information (e.g. name and date of birth) for each qualification. The advantage of named entry is that any materials we supply are personalised, requiring less manual work later.

- 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 unless you are using MAPS. (When you create a claim in MAPS the candidates' details will automatically be imported into Interchange.)

7.3.2 Entry codes

You can enter candidates for the full qualification or individual units using the following qualification entry codes:

OCR entry code	Title	Qualification Number
10341	OCR Level 2 Award in Being Entrepreneurial – Identifying Opportunities	601/0639/6
10342	OCR Level 2 Award in Being Entrepreneurial – Identifying and Pitching Opportunities	601/0594/X
10343	OCR Level 3 Award in Being Entrepreneurial – Evaluating Opportunities	601/0998/1
10344	OCR Level 3 Award in Being Entrepreneurial – Evaluating and Pitching Opportunities	601/0642/6

The units and any supporting documentation for these qualifications can be found on our website.

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

Ofqual require Awarding Bodies to capture the Unique Learner Number (ULN) for all candidates who have claimed certification for any of these qualifications. It is also a condition of funding that all candidates that claim certification for publically funded qualifications must have a valid ULN.

The Personal Learning Record (PLR) is a permanent, online record of a candidate's qualifications and achievements and supports Credit Accumulation and Transfer (CAT). Each unit and qualification in the Qualifications and Credit Framework (QCF) has a credit value. The PLR enables learners to accumulate a record of their achievements within one place and supports the transfer of credit for these units between learning providers and awarding bodies, therefore supporting learners to gain full qualifications.

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.

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.

When making entries via Interchange, for candidates with a ULN, you should enter the ten digit number in the ULN field.

Further information about this can be found in the *Admin guide: Vocational Qualifications* and at the Learner Records Service.

7.5   How to make certificate claims

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

Please note that for postally moderated qualifications the work must be sent to the examiner-moderator within 24 hours of the claim being made on Interchange.

Where candidates achieve the qualifications/units we will issue certificates 21 working days after you submit your candidate work to the examiner moderator.

7.6   Enquiries about results

Please refer to the *Admin guide: Vocational Qualifications*.

8   Certification

Candidates who achieve the full qualification will receive:

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

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

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

8.1   Claiming certificates

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

For details on how to make online claims for QCF qualifications see the step-by-step guide *Making online claims for vocational qualifications*.

8.2   Replacement certificates

For details on replacement certificates see the *Admin guide: Vocational Qualifications*.

9 Other information

9.1 Functional skills signposting

Training provided for these qualifications may help to prepare candidates for functional skills assessment (e.g. pitching ideas may be good preparation for speaking, listening and communication in English). It is likely however that further training would be needed to fully prepare candidates for functional skills assessment.

9.2 Avoidance of bias

We have taken great care in the preparation of these qualifications to avoid bias of any kind. Special focus is given to the 9 strands of the Equality Act with the aim of ensuring both direct and indirect discrimination is avoided.

9.3 Regulatory requirements

These qualifications comply with Ofqual's *General Conditions of Recognition* and Ofqual's *Regulatory Arrangements for the Qualifications and Credit Framework (Ofqual, August 2008).*

9.4 Language

These qualifications and any associated assessment materials are in English only. Only answers provided in English will be assessed.

9.5 Mode of delivery

You are free to deliver these qualifications using any mode of delivery that meets the needs of your candidates. Whatever mode of delivery is used, you must ensure that candidates have appropriate access to the resources identified in this handbook and units.

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

We do not specify the mode of study or a time limit for the achievement of these qualifications other than the last entry/last certification dates. We will notify you at least 6 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*.

9.6   Centre resources and requirements

Your centre should ensure that appropriate physical resources are made available to candidates.

Your centre must provide appropriate assessment facilities for candidates that comply with our regulations stated in the *Admin guide: Vocational Qualifications*.

9.7   Delivery in Wales and Northern Ireland

Ofqual regulates qualifications, examinations and assessments in England and vocational qualifications in Northern Ireland. They do not regulate degrees.

CCEA regulates non-vocational qualifications in Northern Ireland.

The Welsh Government regulates qualifications, examinations and assessments in Wales. They do not regulate degrees.

These qualifications have been regulated by Ofqual for delivery in England and Northern Ireland during the life of the qualifications and approved by the Welsh Government for use by centres in Wales.

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

We will provide handbooks, assessments and supporting documentation in English.

Further information about the provision of assessment materials in Welsh and Irish may be obtained from our Customer Contact Centre: 024 76 851509.

9.8   Recognition of Prior Learning (RPL)

Within the QCF, recognition of prior learning (RPL) is defined as 'A method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.' (Regulatory arrangements for the Qualifications and Credit Framework Ofqual/08/3726). We encourage the use of RPL and your centre should advise their learners that they can bring forward any relevant learning (gained either informally or formally) so that it can be assessed against the assessment criteria specified in the unit, or units, the learner aims to complete. It is important that your centre make it clear to their learners that the RPL process is concerned with how the learner has acquired the knowledge, understanding or skills, it does not mean the learner is exempt from the assessment.

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

9.9   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 your centre identifies 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 your centre. Centre staff should consult the Joint Council of Qualifications' (JCQ) booklet *Access Arrangements, Reasonable Adjustments and Special Consideration* www.jcq.org.uk.

You should also refer to this document for candidates who require a post-examination adjustment (special consideration) to reflect temporary illness, indisposition or injury at the time the assessment was taken.

For further guidance on access arrangements and special consideration refer to the *Admin guide: Vocational Qualifications*.

9.10   Wider issues

These qualifications provide opportunities for you to develop candidates' understanding of wider issues e.g. spiritual, moral, ethical, social, legislative, economic and cultural.

For example in the 'Being Entrepreneurial' units you may be able to address moral and ethical issues when identifying opportunities. When considering the viability of the opportunities there could be consideration of cultural, legislative and economic issues.

10 Contacting us

10.1 Enquiries

For enquiries about any of our vocational qualifications, please contact the Customer Contact Centre on:

Telephone: 024 76 851509
Fax: 024 76 421944
Email: vocational.qualifications@ocr.org.uk

Alternatively, you could visit our website at www.ocr.org.uk for further information about our qualifications.

10.2 Customer feedback

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

OCR Qualification Manager – Being Entrepreneurial
Customers, Curriculum and Qualifications
Coventry Office
Westwood Way
Coventry
CV4 8JQ

10.3 Complaints

All complaints will be handled sensitively and speedily and used to inform how we can improve our service to customers.

If you are not satisfied with a product or service we have provided please follow the process set out in our complaints policy.

You can contact us:

by post –write to:
OCR Director of Standards
1 Hills Road
Cambridge
CB1 2EU

by email – send your email to complaints@ocr.org.uk

by phone/fax contact our Customer Contact Centre on:
Telephone: 024 76 851509
Fax: 024 76 421944