

Career Guidance and Development

Centre Handbook

OCR Level 6 Diploma in Career Guidance and Development

Entry code 10215

Issued September 2017

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1 Introduction

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

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

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

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

1.1 Why choose Level 6 Diploma in Career Guidance and Development?

The OCR Level 6 Diploma in Career Guidance and Development provides candidates with a high quality, nationally recognised qualification. It is a vocationally-related, credit-based qualification it relates to national occupational standards (NOS), and provides valuable opportunities for individuals to develop skills, gain underpinning knowledge and understanding and demonstrate competence in the workplace or provide continued professional development.

The aim of this qualification is to give candidates the opportunity to:

- develop a high level understanding of Career Guidance and Development
- develop their skills and competences in Career Guidance and Development
- achieve a nationally recognised qualification
- progress to employment
- prepare for employment in a specific occupational sector
- continue professional development.

1.2 Entry requirement

There are no formal entry requirements for this qualification. We recommend that an initial assessment should take place to ensure the candidate is capable of reaching the required standards.

This qualification is regulated for learners aged 18 years and over.

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

This qualification has been developed so it is free from any barriers that restrict access or progression and therefore promotes equal opportunities.

1.3 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

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

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

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

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

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

If you have any queries about funding for this qualification email us 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.

OCR Level 6 Diploma in Career Guidance and Development – 410GLH

2 Qualification summary

Level 6 Diploma in Career Guidance and Development summary

OCR entry code	10215	Qualification Number		600/0806/4
Approved age group	Pre-16	16-18	18+	19+
			✓	✓
This qualification is suitable for candidates	<ul style="list-style-type: none"> • studying in preparation for employment in the career guidance sector in a range of contexts • employed in the career guidance sector who are wishing to undertake professional development • wishing to gain a Level 6 qualification to support further study in Further Education (FE) and Higher Education (HE) in the career guidance sector 			
Entry requirements	There are no formal entry requirements for this qualification.			
Credit requirement	Minimum credit is 60 credits 45 credits from 7 mandatory units and 15 credits from 16 optional units			
Structure and options	45 mandatory credits from mandatory group		45 credits	
	15 minimum credit from optional Groups		15 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 verified by OCR.			
Last date to enter candidates	This is the operational end date for the qualification. We will notify you before the qualification closes for entries and this information will be available on Ofqual's register of regulated qualifications and our <i>last entry/certification notification</i> .			

3 Structure and content

3.1 Qualification structure and rule of combination

Each qualification has a Rule of Combination (ROC).

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

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

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

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

3.2 OCR Level 6 Diploma in Career Guidance and Development

Level 6 in Career Guidance and Development

Entry Code 10215

Ofqual Qualification Number 600/0806/4

60 credits required for this qualification

Mandatory Group

Units 7 - 45 credits

+

Optional Groups – minimum of 15 credits

Table of units

Mandatory Units					
OCR Unit Number	Unit Title	Unit Reference Number	Credit	Level	GLH
1	Preparing to work in the career information, advice and guidance sector	A/502/8432	6	4	40
2	Reflect on and improve professional practice	T/502/8428	6	6	40
3	Career guidance theory	M/502/8444	9	6	70
4	Agree the purpose of client-centred career guidance interviews and maintain communication with clients	K/502/8443	6	6	40
5	Explore and agree the career guidance and development needs of clients	L/502/8421	6	6	40
6	Use career and Labour Market Information with clients	L/502/8435	6	6	40
7	Work with other agencies for the benefit of clients and the organisation	H/502/8439	6	6	40

Optional Units					
OCR Unit Number	Unit Title	Unit Reference Number	Credit	Level	GLH
8	Use diagnostic and assessment tools with clients	A/502/8446	6	5	40
9	Advocate on behalf of clients	H/502/8442	4	6	40
10	Understand how to support specific client groups to overcome barriers to learning, training and work	D/502/8441	3	4	20
11	Engage with support networks to help clients to meet their career-related needs	L/502/8404	3	4	20
12	Assist clients to apply for learning, training and work	Y/502/8423	3	4	20
13	Provide ongoing support to clients	R/502/8436	2	4	15
14	Prepare to deliver services to clients in an outreach setting	M/502/8430	2	4	15
15	Source, evaluate and use Labour Market Intelligence with clients	T/502/8431	3	6	20
16	Obtain and organise career-related information to support clients	J/502/8420	3	4	20
17	Promote career-related learning to clients	F/502/8433	6	4	40
18	Plan, deliver and evaluate career-related learning in groups	D/502/8424	6	6	40
19	Evaluate service provision	H/502/8408	3	4	20
20	Undertake research on behalf of the service	J/502/8434	6	6	40
21	Lead and manage career development work in an organisation	Y/505/2625	9	6	60
22	Continuously improve career development work in an organisation	D/505/2626	6	6	40
23	Plan and design Career Related Learning Programmes	T/505/2969	5	6	20

4 Centre assessor and quality assurance personnel requirements

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

4.1 Assessment centre requirements

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

Your centre must:

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

4.2 Centre assessor responsibilities

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. All assessors must:

- be qualified as an assessor (A1). Assessor training authorised and monitored by OCR (although not necessarily leading to A1) would also be acceptable. Where centres use trained assessors they must provide evidence to OCR of the training undertaken
- have the role of assessor identified within their role profile, where assessment forms part of an individual's role
- be occupationally competent in the unit they are assessing. This means that each assessor must, according to current sector practice, be competent in the functions covered by the units they are assessing. They will have gained their occupational competence working within an appropriate occupational sector. They are not required to occupy a position in the organisation more senior than that of the candidate they are assessing. Centres must be alert to the risks that all such arrangements could present and ensure that sufficient quality controls are in place through the internal verification process to minimise the possibility of collusion between candidates and assessors. Assessors must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the units they are assessing as a practitioner, trainer or manager.

Please note that for the career guidance theory unit assessors must hold either the QCG, DipCG, QCGD, Level 6 Diploma in Career Guidance and Development, Unit 3 of the Level 6 Diploma (Career guidance theory), Level 4 LDSS NVQ (Supporting Young People) or Level 4 Advice and Guidance NVQ. For assessors who have achieved either the LDSS or Advice and Guidance NVQ, career guidance must have been studied and applied as part of the qualification.

- be familiar with the units that relate to the qualification and must be able to interpret and make judgements on current working practices and technologies within the area of work
- maintain their occupational competence by either actively engaging in continuous professional development activities or by performing the operational role as part of their regular responsibilities in order to keep up to date with developments relating to the sector.

4.3 Assessment and the Data Protection Act

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

4.4 Internal Quality Assurance Personnel (IQA)

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

- be either qualified as a verifier (V1) or have been trained to perform the function of verification. V1 training authorised and monitored by OCR (although not necessarily leading to V1) is also acceptable. Where Centres use trained verifiers, they must provide evidence of the training undertaken to OCR
- be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk critical nature of the work and the legal implications of the assessment process, internal quality assurers must understand the nature and context of the assessors' work and that of their candidates. IQAs must also sample the assessment process and resolve differences and conflicts on assessment decisions

Please note that for the career guidance theory unit internal quality assurers must hold either the QCG, DipCG, QCGD, Level 6 Diploma in Career Guidance and Development, Unit 3 of the Level 6 Diploma (Career guidance theory), Level 4 LDSS NVQ (Supporting Young People) or Level 4 Advice and Guidance NVQ. For IQAs who have achieved either the LDSS or Advice and Guidance NVQ, career guidance must have been studied and applied as part of the qualification.

- ensure that assessment has been carried out by persons who are occupationally competent within the area they are assessing
- maintain their occupational knowledge by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the sector
- have an appropriate induction to qualifications and the standards that they are internally quality assuring provided to them by the Centre, and have access to ongoing training and updating on current issues relevant to this qualification. Information on the induction and continuing professional development of internal quality assurers must be made available to the external verifier.

5 Verified assessment

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

5.1 Overview of the assessment

This qualification is internally assessed by centre assessors and quality assured by internal quality assurance personnel and externally verified by OCR.

Teaching and Learning

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

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

Evidence

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

5.2 Initial assessment of candidates

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

This will also:

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

5.3 Planning assessment

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

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

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

5.4 Real work

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

Where the candidate's performance is assessed within the workplace, this evidence should naturally occur within the candidate's work role. This will include the candidate's application of knowledge. This principle will apply to competence units, except where simulation is acceptable (see simulation).

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

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

5.5 Simulation

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

5.6 Methods of assessment

We have identified the main assessment methods suitable for this qualification:

- **observation** of practice by the assessor or expert witness for occupational specific units
- **questioning** the candidate or witness by the assessor
- **professional discussion**
- **examining work products** – e.g. reports, presentations
- **examining written evidence**
- **examining evidence from others.**

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

The methods agreed must be:

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

Valid

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

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

Evidence must also be valid.

For example, it would not be appropriate for the candidate to present the organisation's staff handbook to demonstrate Unit 1 learning outcome 4, regarding legislation and codes of practice. It would be more appropriate for the candidate and assessor to have a discussion about what legislation and codes of practice apply to the organisation and how the candidate knows that he/she is working in accordance with these.

Reliable

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

Safe and manageable

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

Suitable to the needs of the candidate

We have designed this qualification 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'.

If you think that any aspect of this qualification unfairly restricts access and progression, please contact our Customer Contact Centre.

5.7 Authentication

Tutors/assessors must be confident that the work they assess is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the tutor/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 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 assessors to check authenticity of the work and provide general feedback.

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

Plagiarism

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.

Resubmitting work for assessment

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

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

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

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

5.8 Making assessment decisions

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

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

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

- plan with the candidate
- assess candidate performance, knowledge and understanding
- look at the evidence

- question and give feedback to the candidate working towards the qualifications being assessed.

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

5.9 Generation and collection of evidence

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

Evidence can take many forms, for example, written work, audio/visual recordings, digitally formatted documents, a product or photographs (of a product).

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

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

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

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

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

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

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

5.10 How much evidence is 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 centre assessors.

It is not the quantity of the evidence produced; it is the quality and breadth of evidence, that they have produced themselves, ensuring it meets all of the assessment requirements and assessment criteria.

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

Assessors must be convinced, from the evidence presented, that candidates working on their own can work independently to the required standard.

5.11 Assessment of the evidence

It is the assessor's responsibility to:

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

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

5.12 Observation

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

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

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

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

5.13 Questioning

Centre assessors may question a candidate for the assessment of this qualification.

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

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

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

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

5.14 Professional discussion

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

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

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

5.15 Work products

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

5.16 Witness statements

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

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

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

Witness statements:

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

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

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

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

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

5.17 Personal or candidate statement

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

Personal statements can be a:

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

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

5.18 Assignments, tasks, projects or tests

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

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

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

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

5.19 Candidate cumulative assessment record (CAR)

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

Templates for the recording documents to be used in a cumulative assessment record (CAR) may be provided by OCR or they may be designed by the centre and approved during the approval visit or by the OCR external verifier. The forms can be in any format but as a minimum they must contain the information identified on OCR's website. For more details refer to the Administration area, assessment, <http://www.ocr.org.uk/administration/>

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

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

The following forms are available on the [webpage](#) to assist your centre and candidates as they work towards this qualification.

Evidence Record Sheet (one to be completed for each unit) - mandatory

This form (or a suitable alternative) is **mandatory** for candidates' CARs. It links the evidence in the CAR to the assessment criteria. As evidence for the unit is gathered, it should be listed down the left hand side of the form. Where possible, the candidate should complete the form; an assessor may help if necessary.

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

Assessment Planning Record - mandatory

This form (or a suitable alternative) is **mandatory** for centre records. It should be completed by an assessor to capture when and how assessment planning took place.

Assessment Decision Record - mandatory

This form (or a suitable alternative) is **mandatory** for centre records. It should be completed by an assessor to capture the breadth of assessment methods used and the reason behind assessment decisions.

Assessment Feedback Record - mandatory

This form (or a suitable alternative) is **mandatory** for centre records. It should be completed by an assessor to provide candidates with written feedback after an assessment has been carried out. It can also be used to capture any feedback the candidate gives to the assessor.

Please note: the assessment planning, assessment decision and assessment feedback records do not need to be separate documents. One or two forms which combine these activities can be used as long as each stage is clearly recorded.

Evidence Summary Sheet - optional

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

The form also includes a space for the candidate's OCR registration number. The use of this form is optional and you can design a suitable alternative.

Record of Achievement - optional

This form is designed for use by candidates to record progress through their chosen units. There is one form per qualification, allowing candidates to track the units completed and their corresponding credit values. The use of this form is **optional**.

Observation record - optional

This form is designed to capture all the necessary information about candidate's undertaking activities or tasks. The use of this form is **optional**.

Witness List - optional

This form is designed to capture all the necessary information about witnesses who have contributed to a candidate's evidence of competence. The use of this form is **optional**.

5.20 Verification – how it works

Internal quality assurance

It is your centre's responsibility to appoint internal quality assurance personnel (See section 4.4) to manage the internal quality assurance process.

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

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

The IQA is responsible for:

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

External verification

We will allocate an external verifier who will visit your centre to verify assessments and internal quality assurance.

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

For each external verification visit your centre must have available:

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

- evidence of achieving action points and/or recommendations since the last external verifier visit,
- if recorded evidence is used, ensure all recordings and appropriate playback equipment is available.

Centre records required for verification

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

As a minimum these must record the following information:

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

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

OCR external verifier reports for centres

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

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

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

If you wish to appeal a decision then you should follow our [appeals process in vocational qualifications](#).

5.21 Direct Claim Status (DCS)

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

In the centre report, the OCR external verifier may recommend your centre for direct claim status.

If we agree with the EV's recommendation, you will be sent:

- DCS agreement
- DCS Register of accountable officers (containing the names of your centre's accountable officers who are responsible for the DCS certification claims)
- complete list of qualifications approved for DCS.

Once you return the appropriate documentation we will notify you that you can use DCS.

Once you have submitted claims, the external verifier will select a sample of candidates' work, which will be reviewed at the next external verifier visit. Your centre must retain or have access to all portfolios claimed with direct claim status until the next external verifier visit. Certificates issued under 'Direct Claim' procedures will remain provisional until such time as they are confirmed through a verification visit.

All candidates, including any who leave your centre following certification, must be asked to retain their evidence, portfolios and cumulative assessment record (CAR) for one year as they may be required for audit.

Withdrawal of DCS

DCS may be withdrawn at any time if in the opinion of OCR any of the centre information given is no longer current, the conditions of the approval are not met or the quality of assessment and quality assurance at the centre is compromised.

Re-instatement of DCS

We will apply one of the following:

- Reinstatement DCS at the next external verifier visit if all action points have been completed.
- Centre is required to go through the full DCS process and meet the DCS criteria again.

The route for reinstatement will depend upon which of the DCS criteria are not in place at the point of DCS withdrawal.

Critical points regarding Direct Claim Status

- Certificates issued under 'Direct Claim' procedures will remain provisional until such time as they are confirmed through a verification visit.
- Centres must ensure that a verification visit takes place before the end date of a qualification and that all candidates are included at the final visit.
- Direct Claims Status will be withdrawn after the final visit has taken place for the qualification.

- Centres must keep assessment and quality assurance records relating to all candidates for at least three years from the date of the claim.
- The decision on whether DCS is awarded, retained or withdrawn lies with OCR.

5.22 Reporting suspected malpractice

It is the responsibility of the Head of Centre¹ to report all cases of suspected malpractice involving centre staff or candidates. A JCQ Report of Suspected Malpractice form (JCQ/M1 for candidate suspected malpractice or JCQ/M2a for staff suspected malpractice) is available to download from the [JCQ website](#) and should be completed as soon as possible and emailed to malpractice@ocr.org.uk.

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

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

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

6 Support

6.1 Free resources

The following materials are available on our website:

Support materials

- Summary brochure
- Guidance for candidates
- Guidance on theories, concepts and sources of research for the Level 6 unit on Career Guidance Theory
- Skills Guide portfolio
- Mapping – Level 4 Advice and Guidance NVQ to Level 6 Career Guidance and Development Diploma
- Mapping – Level 4 LDSS NVQ to Level 6 Career Guidance and Development Diploma
- Mapping – Unit 15 to Warwick University LMI on-line resource
- Mapping – Unit 6 to Warwick University LMI on-line resource
- Chief Verifier annual report

Assessment recording forms which can be used in candidates' portfolios:

- Evidence record sheet
- Evidence log
- Record of achievement

We recommend that your centre uses the assessment documents listed. You are free to design your own recording sheets for your candidates to use, but you must make sure that they capture similar information to the OCR recording documents and are acceptable to the centre's OCR external verifier.

6.2 Our professional development programme (CPD)

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

To find out more about what is available, please visit our website at <https://www.cpdhub.ocr.org.uk/>.

6.3 Documents and links

OCR

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

[What is malpractice?](#)

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

Access Arrangements and Special Consideration

Suspected Malpractice in Examinations and Assessments

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

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

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.

Further information about this can be found in the [Administration area](#) and at the [Learner Records Service](#).

7 Certification

Candidates who achieve the full qualification will receive:

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

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

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

7.2 Enquiries about results

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

To find out more about this, please refer to OCR's Administration area, post results services <http://www.ocr.org.uk/administration/>.

7.3 Replacement certificates

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

8 Other information

8.1 Avoidance of bias

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

8.2 Regulatory requirements

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

8.3 Mode of delivery

You are free to deliver this qualification 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.

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 this qualification 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 regulated qualifications and our [last entry/certification notification](#).

8.4 Delivery in Wales and Northern Ireland

Candidates in Wales and 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 candidates may apply whatever is appropriate to their own situation.

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

8.5 Recognition of Prior Learning (RPL)

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

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

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

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

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

8.6 Access arrangements and special consideration

There can be adjustments to standard assessment arrangements 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 shared between the centre and OCR. Please read the JCQ booklet *Access Arrangements and Reasonable Adjustments* at www.jcq.org.uk.

If the tutor/assessor thinks any aspect of this qualification unfairly restricts access and progression, please email or call the OCR Customer Contact Centre.

8.7 Wider issues

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

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

Centre staff delivering a course that supports this qualification would have opportunities to address spiritual, moral, ethical, social and cultural issues. For example, in Unit 1, candidates will explore issues of social responsibility, courtesy and protocols when dealing with colleagues and clients. In Unit 9, candidates will have to consider the moral issues surrounding their use of advocacy skills on behalf of clients. In Unit 11, candidates will need to consider the ethical considerations when dealing with a wide range of people who may be able to support their clients. Unit 12 requires appreciation of correct protocols when preparing CVs and applications, and gives scope to explore issues of security and confidentiality of information. Unit 18 will give candidates the opportunity to consider ethical, social and cultural implications when planning and delivering learning in groups.

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

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

There is scope within many of the units for candidates to consider environment and sustainability issues when providing information and guidance to clients about their options. Candidates might consider not only the nature of the work or training itself, but the organisation providing that employment or training, its location and long term future. There might be additional issues such as the client's travel arrangements, or working patterns. Unit 14 includes coverage of risk assessment when undertaking outreach work and Unit 18 will require candidates to consider health and safety implications when planning and delivering group learning. Unit 15 will include evaluation of international labour markets, and additionally, candidates may be able to explore the European dimension as part of their research work for Unit 20.

9 Contacting us

9.1 Feedback and enquiries

If centres have any comments or enquiries about the qualifications in this handbook, please contact the Customer Contact Centre:

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

Telephone: 024 76 851509

Fax: 024 76 421944

Email: vocational.qualifications@ocr.org.uk

9.2 Complaints

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

If centres are not satisfied with a product or service OCR has provided please follow the process set out in the [complaints policy](#).

We can be contacted:

by post –write to:

Director of Assessment Standards
OCR
1 Hills Road
Cambridge
CB1 2EU

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

by phone/fax – contact our Customer Contact Centre:

Telephone: 024 76 851509

Fax: 024 76 421944

10 Glossary

Analyse	Examine in very close detail: identify important points and chief features.
Critically analyse	Consider the claims of theorists, governments, authorities etc., what they are based on and how far they seem to apply to a given situation.
Evaluate	Assess the worth, importance or usefulness of something, using evidence.
Critically evaluate	Outline the criteria used to guide your assessment of which theories or models are preferable and then weigh arguments for and against something, assessing the strength of the evidence on both sides.
Critique	Use evidence to examine the strengths and weaknesses of...

11 Key updates to this handbook

Section	Title of section and change	Version and date issued
All sections	<p>Amended reference to the Admin Guide to the new Administration area on the OCR website and removed the section on administration arrangements.</p> <p>References to the Qualifications and Credit Framework (QCF) have been changed to Regulated Qualifications Framework.</p> <p>Updated contact information in the event of any queries concerning the units or assessment.</p>	September 2017
1	<p>The following information has been updated:</p> <p>1.3 Funding</p>	
4	4.3 Information added about data protection	
5	<p>5.7 Resubmitting work for assessment</p> <p>5.22 Reporting suspected malpractice</p>	
6	6.4 Unique Learner Numbers and the Personal Learning Record	
8	<p>8.4 Delivery in Wales and Northern Ireland</p> <p>8.5 Recognition of prior learning</p> <p>8.6 Access arrangements and special consideration</p>	
9	Contacting us - information updated	
	Administration arrangements – section deleted	