OCR
Oxford Cambridge and RSA

QCF

Leadership for Health and Social Care Services

Centre Handbook
OCR Level 5 Diploma In Leadership for Health and Social Care and Children and Young People's Services (England) (Children and Young People's Residential Management) Entry code 10396
OCR Level 5 Diploma In Leadership for Health and Social Care and Children and Young People's Services (England) (Children and Young People's Management) Entry code 10397
OCR Level 5 Diploma In Leadership for Health and Social Care and Children and Young People's Services (England) (Children and Young People's Advanced Practice) Entry code 10398

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.

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*.

1.1 Qualifications covered by this handbook

This is the handbook for the following qualifications.

Title	Qualification Number (QN)
OCR Level 5 Diploma In Leadership for Health and Social Care and Children and Young People's Services (England) (Children and Young People's Residential Management)	601/4578/X
OCR Level 5 Diploma In Leadership for Health and Social Care and Children and Young People's Services (England) (Children and Young People's Management)	601/4578/X
OCR Level 5 Diploma In Leadership for Health and Social Care and Children and Young People's Services (England) (Children and Young People's Advanced Practice)	601/4578/X

These qualification titles and numbers will appear on candidates' certificates.

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.

1.2 How are these qualifications assessed?

These qualifications are pass/fail.

The qualifications are internally assessed by centre staff and externally verified by OCR Assessors.

1.3   Why choose these qualifications?

The aims of these qualifications are to give candidates the opportunity to:

·	Develop their skills and competence in a Health and Social Care and Children and Young People's setting

·	achieve a nationally recognised qualification valued by employers

·	progress to employment

·	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 verified by OCR Assessors.

1.4   Entry requirements

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 candidates 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 19 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.

1.5   Funding

These qualifications 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 Qualification Number (QN) when looking for public funding for candidates. Each unit within a qualification will also have a unit reference number.

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

1.6   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 qualification requires the following guided learning hours:

Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (Children and Young People's Residential Management), minimum 515 GLH.

Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (Children and Young People's Management), minimum 515 GLH.

Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (Children and Young People's Advanced Practice), minimum 515 GLH.

2 Structure and content

2.1 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.

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

The units are available to download from our qualification webpage.

2.2 OCR Level 5 Diploma In Leadership for Health and Social Care and Children and Young People's Services (England) (Children and Young People's Residential Management)

Rule of combination

To achieve this qualification a candidate must achieve the following:

minimum credit of	90
credit from mandatory Group A	74
credit from optional Group B	12
credit from optional Group C	1-6
Remaining credit from optional Groups B and/or D	

Barred combinations:

The following units cannot be taken together:

· Unit 34 and Unit 48

· Unit 57, Unit 58, Unit 59, Unit 60, Unit 61 and Unit 62.

Units for Level 5 Diploma In Leadership for Health and Social Care and Children and Young People's Services (England) (Children and Young People's Residential Management)

OCR Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
Group A: Mandatory units					
1	Use and develop systems that promote communication	F/602/2335	3	5	24
2	Promote professional development	L/602/2578	4	4	33
3	Champion equality, diversity and inclusion	Y/602/3183	4	5	34
4	Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings	K/602/3172	5	5	33
5	Work in partnership in health and social care or children and young people's settings	A/602/3189	4	4	26
6	Understand children and young person's development	F/601/9449	6	5	35
7	Lead practice that supports positive outcomes for child and young person development	J/601/9369	6	5	37

8	Develop and implement policies and procedures to support the safeguarding of children and young people	A/601/9370	6	5	39
9	Lead and manage group living for children	A/602/3175	6	5	10
10	Lead and manage a team within a health and social care or children and young people's setting	H/602/3171	7	6	29
11	Develop professional supervision practice in health and social care or children and young people's work settings	M/602/3187	5	5	46
12	Lead practice in promoting the well being and resilience of children and young people	J/602/2577	8	5	39
37	Undertake a research project within services for health and social care or children and young people	J/602/3499	10	5	80
Group B : Optional Management Units					
13	Develop procedures and practice to respond to concerns and complaints	J/602/2336	6	5	40
14	Recruitment and selection within health and social care or children and young people's settings	R/602/2338	3	4	26
15	Facilitate the development of effective group practice in health and social care or children and young people's settings	Y/602/2339	6	5	42
16	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	L/602/2547	6	5	43
17	Manage induction in health and social care or children and young people's settings	T/602/2574	3	4	21
18	Facilitate change in health and social care or children and young people's settings	F/602/2612	6	5	42
19	Manage an inter-professional team in a health and social care or children and young people's setting	L/602/2743	7	6	48
20	Manage finance within own area of responsibility in health and social care or children and young people's setting	T/602/2753	4	4	31
21	Manage quality in health and social care or children and young people's setting	R/602/2758	5	5	36
22	Develop and evaluate operational plans for own area of responsibility	Y/600/9588	6	5	25
23	Manage physical resources	K/600/9711	3	4	25
Group C: Optional Knowledge Units					

24	Understand partnership working	T/602/3188	1	4	7
25	Understand how to manage a team	D/602/3170	3	4	20
26	Understanding professional supervision practice	H/602/3185	3	4	22
27	Understand the process and experience of dementia	J/601/3538	3	3	22
28	Understand physical disability	J/601/6150	3	3	22
29	Understand the impact of acquired brain injury on individuals	Y/601/6167	3	3	28
30	Understand sensory loss	M/601/3467	3	3	21
31	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	A/601/6274	3	3	21
65	Understand advance care planning	A/503/8135	3	3	25
66	Understand how to support individuals during the last days of life	J/503/8137	3	3	28
67	End of life and dementia care	F/503/8704	2	3	20
Group D: Optional Units					

32	Manage domiciliary services	L/602/2337	6	5	39
33	Lead the management of transitions	F/602/2853	4	5	29
34	Lead positive behavioural support	K/602/2572	10	7	75
35	Develop provision for family support	K/602/3074	5	5	33
36	Lead support for disabled children and young people and their carers	M/602/2380	8	6	57
38	Lead active support	H/601/7354	5	5	35
39	Active support: lead interactive training	K/601/7355	4	5	30
40	Promote access to healthcare for individuals with learning disabilities	J/601/5645	6	5	44
41	Promote good practice in the support of individuals with autistic spectrum conditions	A/601/5318	7	5	53
42	Support families who are affected by acquired brain injury	M/601/5817	3	3	30
43	Support families who have a child with a disability	D/601/5750	3	3	23
44	Support the development of community partnerships	M/601/9494	5	4	33
45	Support individuals to access housing and accommodation services	K/601/7906	4	3	24
46	Support individuals at the end of life	T/601/9495	7	3	53
47	Work with families, carers and individuals during times of crisis	F/601/9029	5	4	35
48	Implement the positive behavioural support model	T/601/9738	8	4	61
49	Support individuals to access education, training or employment	H/601/3546	4	4	31
50	Promote awareness of sensory loss	M/601/5249	3	5	19
51	Support the use of assistive technology	H/601/5250	4	5	31
52	Explore models of disability	K/601/5251	5	5	32
53	Support individuals with sensory loss with communication	M/601/5252	5	5	37
54	Support individuals with multiple conditions and/or disabilities	T/601/5253	5	5	34
55	Support children's speech, language and communication	T/600/9789	4	3	30
56	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	F/600/9777	5	4	40
57	Independent mental capacity advocacy	F/502/3295	12	4	35
58	Independent mental health advocacy	J/502/3296	7	4	35
59	Providing independent advocacy management	L/502/3297	11	4	35
60	Providing independent advocacy to adults	R/502/3298	5	4	35

61	Independent advocacy with children and young people	Y/502/3299	7	4	35
62	Providing independent mental capacity advocacy-deprivation of liberty safeguards	F/502/3300	5	4	35
63	Recognise indications of substance misuse and refer individuals to specialists	M/601/0648	4	3	24
64	Identify and act upon immediate risk of danger to substance misusers	D/501/0585	4	3	24
68	Lead and manage practice in dementia care	D/504/2212	6	5	41
69	Support the spiritual wellbeing of individuals	M/503/8133	3	3	26
70	Support individuals during the last days of life	F/503/8685	5	4	33
71	Lead and manage end of life care services	T/503/8134	7	5	45
72	Lead a service that supports individuals through significant life events	L/503/8138	4	5	31
73	Support individuals to stay safe from harm or abuse	T/504/2202	4	3	27
74	Provide support to adults who have experienced harm or abuse	J/504/2205	5	4	39
75	Assess the needs of carers and families	T/504/2216	4	3	28
76	Provide support to children or young people who have experienced harm or abuse	F/504/2204	6	4	45
77	Understand the factors affecting older people	D/504/2243	2	3	17
78	Provide information about health and social care or children and young people's services	Y/504/2239	3	3	20
79	Lead and manage infection prevention and control within the work setting	Y/504/2208	6	5	38
80	Professional practice in health and social care for adults or children and young people	T/504/2197	6	5	43
81	Develop, maintain and use records and reports	A/504/2198	3	4	23
82	Lead practice which supports individuals to take positive risks	H/504/2213	4	5	30
83	Lead practice in assessing and planning for the needs of families and carers	A/504/2217	3	5	22
84	Manage business redesign in health and social care or children or young people's services	J/504/2236	5	5	30
85	Understand professional management and leadership in health and social care or children and young people's settings	F/504/2218	6	5	50
86	Appraise staff performance	J/504/2219	5	5	32
87	Support people who are providing homes to individuals	R/504/2224	6	4	40
88	Manage disciplinary processes in health and social care or children and young people's settings	M/504/2232	6	5	40

2.3 OCR Level 5 Diploma In Leadership for Health and Social Care and Children and Young People's Services (England) (Children and Young People's Management)

Rule of combination

To achieve this qualification a candidate must achieve the following:

minimum credit of	90
credit from mandatory Group A	68
credit from optional Group B	12
credit from optional Group C	1-6
Remaining credit from optional Groups B and/or D	

Barred combinations:

The following units cannot be taken together:

· Unit 33 and Unit 47

· Unit 56, Unit 57, Unit 58, Unit 59, Unit 60 and Unit 61.

Units for Level 5 Diploma In Leadership for Health and Social Care and Children and Young People's Services (England) (Children and Young People's Management)

OCR Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
Group A: Mandatory units					
1	Use and develop systems that promote communication	F/602/2335	3	5	24
2	Promote professional development	L/602/2578	4	4	33
3	Champion equality, diversity and inclusion	Y/602/3183	4	5	34
4	Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings	K/602/3172	5	5	33
5	Work in partnership in health and social care or children and young people's settings	A/602/3189	4	4	26
6	Understand children and young person's development	F/601/9449	6	5	30
7	Lead practice that supports positive outcomes for child and young person development	J/601/9369	6	5	36
8	Develop and implement policies and procedures to support the safeguarding of children and young people	A/601/9370	6	5	26

9	Lead and manage a team within a health and social care or children and young people's setting	H/602/3171	7	6	46
10	Develop professional supervision practice in health and social care or children and young people's work settings	M/602/3187	5	5	39
11	Lead practice in promoting the well being and resilience of children and young people	J/602/2577	8	5	53
36	Undertake a research project within services for health and social care or children and young people	J/602/3499	10	5	80
Group B : Optional Management Units					
12	Develop procedures and practice to respond to concerns and complaints	J/602/2336	6	5	40
13	Recruitment and selection within health and social care or children and young people's settings	R/602/2338	3	4	26
14	Facilitate the development of effective group practice in health and social care or children and young people's settings	Y/602/2339	6	5	42
15	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	L/602/2547	6	5	43
16	Manage induction in health and social care or children and young people's settings	T/602/2574	3	4	21
17	Facilitate change in health and social care or children and young people's settings	F/602/2612	6	5	42
18	Manage an inter-professional team in a health and social care or children and young people's setting	L/602/2743	7	6	48
19	Manage finance within own area of responsibility in health and social care or children and young people's setting	T/602/2753	4	4	31
20	Manage quality in health and social care or children and young people's setting	R/602/2758	5	5	36
21	Develop and evaluate operational plans for own area of responsibility	Y/600/9588	6	5	25
22	Manage physical resources	K/600/9711	3	4	25
Group C: Optional Knowledge Units					

23	Understand partnership working	T/602/3188	1	4	7
24	Understand how to manage a team	D/602/3170	3	4	20
25	Understanding professional supervision practice	H/602/3185	3	4	22
26	Understand the process and experience of dementia	J/601/3538	3	3	22
27	Understand physical disability	J/601/6150	3	3	22
28	Understand the impact of acquired brain injury on individuals	Y/601/6167	3	3	28
29	Understand sensory loss	M/601/3467	3	3	21
30	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	A/601/6274	3	3	21
64	Understand advance care planning	A/503/8135	3	3	25
65	Understand how to support individuals during the last days of life	J/503/8137	3	3	28
66	End of life and dementia care	F/503/8704	2	3	20
Group D: Optional Units					

31	Manage domiciliary services	L/602/2337	6	5	39
32	Lead the management of transitions	F/602/2853	4	5	29
33	Lead positive behavioural support	K/602/2572	10	7	75
34	Develop provision for family support	K/602/3074	5	5	33
35	Lead support for disabled children and young people and their carers	M/602/2380	8	6	57
37	Lead active support	H/601/7354	5	5	35
38	Active support: lead interactive training	K/601/7355	4	5	30
39	Promote access to healthcare for individuals with learning disabilities	J/601/5645	6	5	44
40	Promote good practice in the support of individuals with autistic spectrum conditions	A/601/5318	7	5	53
41	Support families who are affected by acquired brain injury	M/601/5817	3	3	30
42	Support families who have a child with a disability	D/601/5750	3	3	23
43	Support the development of community partnerships	M/601/9494	5	4	33
44	Support individuals to access housing and accommodation services	K/601/7906	4	3	24
45	Support individuals at the end of life	T/601/9495	7	3	53
46	Work with families, carers and individuals during times of crisis	F/601/9029	5	4	35
47	Implement the positive behavioural support model	T/601/9738	8	4	61
48	Support individuals to access education, training or employment	H/601/3546	4	4	31
49	Promote awareness of sensory loss	M/601/5249	3	5	19
50	Support the use of assistive technology	H/601/5250	4	5	31
51	Explore models of disability	K/601/5251	5	5	32
52	Support individuals with sensory loss with communication	M/601/5252	5	5	37
53	Support individuals with multiple conditions and/or disabilities	T/601/5253	5	5	34
54	Support children's speech, language and communication	T/600/9789	4	3	30
55	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	F/600/9777	5	4	40
56	Independent mental capacity advocacy	F/502/3295	12	4	35
57	Independent mental health advocacy	J/502/3296	7	4	35
58	Providing independent advocacy management	L/502/3297	11	4	35
59	Providing independent advocacy to adults	R/502/3298	5	4	35

60	Independent advocacy with children and young people	Y/502/3299	7	4	35
61	Providing independent mental capacity advocacy-deprivation of liberty safeguards	F/502/3300	5	4	35
62	Recognise indications of substance misuse and refer individuals to specialists	M/601/0648	4	3	24
63	Identify and act upon immediate risk of danger to substance misusers	D/501/0585	4	3	24
67	Lead and manage practice in dementia care	D/504/2212	6	5	41
68	Support the spiritual wellbeing of individuals	M/503/8133	3	3	26
69	Support individuals during the last days of life	F/503/8685	5	4	33
70	Lead and manage end of life care services	T/503/8134	7	5	45
71	Lead a service that supports individuals through significant life events	L/503/8138	4	5	31
72	Support individuals to stay safe from harm or abuse	T/504/2202	4	3	27
73	Provide support to adults who have experienced harm or abuse	J/504/2205	5	4	39
74	Assess the needs of carers and families	T/504/2216	4	3	28
75	Provide support to children or young people who have experienced harm or abuse	F/504/2204	6	4	45
76	Understand the factors affecting older people	D/504/2243	2	3	17
77	Provide information about health and social care or children and young people's services	Y/504/2239	3	3	20
78	Lead and manage infection prevention and control within the work setting	Y/504/2208	6	5	38
79	Professional practice in health and social care for adults or children and young people	T/504/2197	6	5	43
80	Develop, maintain and use records and reports	A/504/2198	3	4	23
81	Lead practice which supports individuals to take positive risks	H/504/2213	4	5	30
82	Lead practice in assessing and planning for the needs of families and carers	A/504/2217	3	5	22
83	Manage business redesign in health and social care or children or young people's services	J/504/2236	5	5	30
84	Understand professional management and leadership in health and social care or children and young people's settings	F/504/2218	6	5	50
85	Appraise staff performance	J/504/2219	5	5	32
86	Support people who are providing homes to individuals	R/504/2224	6	4	40
87	Manage disciplinary processes in health and social care or children and young people's settings	M/504/2232	6	5	40

2.4 OCR Level 5 Diploma In Leadership for Health and Social Care and Children and Young People's Services (England) (Children and Young People's Advanced Practice)

Rule of combination

To achieve this qualification a candidate must achieve the following:

minimum credit of	90
credit from mandatory Group A	56
credit from optional Group B	1-6
Remaining credit from optional Group C	

Barred combinations:

The following units cannot be taken together:

· Unit 31 and Unit 45

· Unit 54, Unit 55, Unit 56, Unit 57, Unit 58 and Unit 59.

Units for Level 5 Diploma In Leadership for Health and Social Care and Children and Young People's Services (England) (Children and Young People's Advanced Practice)

OCR Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
Group A: Mandatory units					
1	Use and develop systems that promote communication	F/602/2335	3	5	24
2	Promote professional development	L/602/2578	4	4	33
3	Champion equality, diversity and inclusion	Y/602/3183	4	5	34
4	Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings	K/602/3172	5	5	33
5	Work in partnership in health and social care or children and young people's settings	A/602/3189	4	4	26
6	Understand children and young person's development	F/601/9449	6	5	30
7	Lead practice that supports positive outcomes for child and young person development	J/601/9369	6	5	36
8	Develop and implement policies and procedures to support the safeguarding of children and young people	A/601/9370	6	5	26

9	Lead practice in promoting the well being and resilience of children and young people	J/602/2577	8	5	53
34	Undertake a research project within services for health and social care or children and young people	J/602/3499	10	5	80
Group B: Optional Knowledge Units					
10	Understand partnership working	T/602/3188	1	4	7
11	Understand how to manage a team	D/602/3170	3	4	20
12	Understanding professional supervision practice	H/602/3185	3	4	22
13	Understand the process and experience of dementia	J/601/3538	3	3	22
14	Understand physical disability	J/601/6150	3	3	22
15	Understand the impact of acquired brain injury on individuals	Y/601/6167	3	3	28
16	Understand sensory loss	M/601/3467	3	3	21
17	Principles of supporting individuals with a learning disability regarding sexuality and sexual health	A/601/6274	3	3	21
62	Understand advance care planning	A/503/8135	3	3	25
63	Understand how to support individuals during the last days of life	J/503/8137	3	3	28
64	End of life and dementia care	F/503/8704	2	3	20
Group C: Optional Units					

18	Develop procedures and practice to respond to concerns and complaints	J/602/2336	6	5	40
19	Recruitment and selection within health and social care or children and young people's settings	R/602/2338	3	4	26
20	Facilitate the development of effective group practice in health and social care or children and young people's settings	Y/602/2339	6	5	42
21	Facilitate coaching and mentoring of practitioners in health and social care or children and young people's settings	L/602/2547	6	5	43
22	Manage induction in health and social care or children and young people's settings	T/602/2574	3	4	21
23	Facilitate change in health and social care or children and young people's settings	F/602/2612	6	5	42
24	Manage an inter-professional team in a health and social care or children and young people's setting	L/602/2743	7	6	48
25	Manage finance within own area of responsibility in health and social care or children and young people's setting	T/602/2753	4	4	31
26	Manage quality in health and social care or children and young people's setting	R/602/2758	5	5	36
27	Develop and evaluate operational plans for own area of responsibility	Y/600/9588	6	5	25
28	Manage physical resources	K/600/9711	3	4	25
29	Manage domiciliary services	L/602/2337	6	5	39
30	Lead the management of transitions	F/602/2853	4	5	29
31	Lead positive behavioural support	K/602/2572	10	7	75
32	Develop provision for family support	K/602/3074	5	5	33
33	Lead support for disabled children and young people and their carers	M/602/2380	8	6	57
35	Lead active support	H/601/7354	5	5	35
36	Active support: lead interactive training	K/601/7355	4	5	30
37	Promote access to healthcare for individuals with learning disabilities	J/601/5645	6	5	44
38	Promote good practice in the support of individuals with autistic spectrum conditions	A/601/5318	7	5	53
39	Support families who are affected by acquired brain injury	M/601/5817	3	3	30
40	Support families who have a child with a disability	D/601/5750	3	3	23
41	Support the development of community partnerships	M/601/9494	5	4	33
42	Support individuals to access housing and accommodation services	K/601/7906	4	3	24
43	Support individuals at the end of life	T/601/9495	7	3	53
44	Work with families, carers and individuals during times of crisis	F/601/9029	5	4	35

45	Implement the positive behavioural support model	T/601/9738	8	4	61
46	Support individuals to access education, training or employment	H/601/3546	4	4	31
47	Promote awareness of sensory loss	M/601/5249	3	5	19
48	Support the use of assistive technology	H/601/5250	4	5	31
49	Explore models of disability	K/601/5251	5	5	32
50	Support individuals with sensory loss with communication	M/601/5252	5	5	37
51	Support individuals with multiple conditions and/or disabilities	T/601/5253	5	5	34
52	Support children's speech, language and communication	T/600/9789	4	3	30
53	Understand the needs of children and young people who are vulnerable and experiencing poverty and disadvantage	F/600/9777	5	4	40
54	Independent mental capacity advocacy	F/502/3295	12	4	35
55	Independent mental health advocacy	J/502/3296	7	4	35
56	Providing independent advocacy management	L/502/3297	11	4	35
57	Providing independent advocacy to adults	R/502/3298	5	4	35
58	Independent advocacy with children and young people	Y/502/3299	7	4	35
59	Providing independent mental capacity advocacy-deprivation of liberty safeguards	F/502/3300	5	4	35
60	Recognise indications of substance misuse and refer individuals to specialists	M/601/0648	4	3	24
61	Identify and act upon immediate risk of danger to substance misusers	D/501/0585	4	3	24
65	Lead and manage practice in dementia care	D/504/2212	6	5	41
66	Support the spiritual wellbeing of individuals	M/503/8133	3	3	26
67	Support individuals during the last days of life	F/503/8685	5	4	33
68	Lead and manage end of life care services	T/503/8134	7	5	45
69	Lead a service that supports individuals through significant life events	L/503/8138	4	5	31
70	Support individuals to stay safe from harm or abuse	T/504/2202	4	3	27
71	Provide support to adults who have experienced harm or abuse	J/504/2205	5	4	39
72	Assess the needs of carers and families	T/504/2216	4	3	28
73	Provide support to children or young people who have experienced harm or abuse	F/504/2204	6	4	45
74	Understand the factors affecting older people	D/504/2243	2	3	17
75	Provide information about health and social care or children and young people's services	Y/504/2239	3	3	20

76	Lead and manage infection prevention and control within the work setting	Y/504/2208	6	5	38
77	Professional practice in health and social care for adults or children and young people	T/504/2197	6	5	43
78	Develop, maintain and use records and reports	A/504/2198	3	4	23
79	Lead practice which supports individuals to take positive risks	H/504/2213	4	5	30
80	Lead practice in assessing and planning for the needs of families and carers	A/504/2217	3	5	22
81	Manage business redesign in health and social care or children or young people's services	J/504/2236	5	5	30
82	Understand professional management and leadership in health and social care or children and young people's settings	F/504/2218	6	5	32
83	Appraise staff performance	J/504/2219	5	5	40
84	Support people who are providing homes to individuals	R/504/2224	6	4	40
85	Manage disciplinary processes in health and social care or children and young people's settings	M/504/2232	6	5	38

3 Centre assessor and quality assurance personnel requirements

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

3.1 Assessment centre requirements

The occupational 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 qualified personnel to assess the expected number of candidates

· ensure there are sufficient qualified personnel to internally quality assure for the number of candidates and assessors, i.e. you must have at least one assessor and one Internal Quality Assurer (IQA) to run these qualifications

· put systems and internal quality assurance personnel in place to ensure that all assessments are valid, reliable, safe and manageable and suitable to the needs of the candidate

· ensure evidence is authentic and sufficient

· ensure there is a standardisation process in place to ensure that all assessments are consistent and fair

· ensure those undertaking the roles of quality assurance and assessment maintain their skills, knowledge and understanding regarding assessment and quality assurance and the associated qualification

· ensure there is sufficient time to conduct effective assessment and internal quality assurance

· ensure any corrective measures, identified by OCR external verifiers and OCR, are addressed.

3.2 Centre assessor responsibilities

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

All centre assessors must:

· have the role of assessor identified within their role profile

· be occupationally competent, according to current sector practice, in the functions covered by the units they are assessing

· be familiar with the units that relate to the qualification

- be able to interpret and make judgements on current working practices and technologies within the area of work

- actively engage in continuous professional development activities to keep up-to-date with developments within the sector

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

- identify valid and sufficient evidence

- ensure authentication of candidates' work (see section 4.8)

- identify gaps in evidence and ensure these are resolved before the unit is claimed

- give feedback to candidates

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

- confirm candidate achievement by completing and signing the required OCR documentation

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

3.3   Expert Witnesses

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

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

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

3.4   Internal Quality Assurance Personnel (IQA)

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

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

IQAs must:

- be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role

- agree the use of simulated activities before they take place and must sample all evidence produced through simulated activities

- sample the assessment process to ensure accurate and consistent decisions between centre assessors against the qualification standards

- provide feedback to assessors to resolve differences on assessment decisions

- ensure assessment has been carried out by assessors who are occupationally competent within the area they are assessing

- actively engage in continuous professional development activities in order to keep up-to-date with developments within the sector

- respond appropriately to corrective measures identified by OCR external verifiers and OCR.

3.5   Continuing Professional Development (CPD)

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

- Internal or external work experience

- Internal or external work shadowing

- Other relevant CPD activities.

4 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.

4.1 Overview of the assessment

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

Teaching and Learning

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

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

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

Evidence

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

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

4.2 Assessment and the Data Protection Act

It is the centre's responsibility to ensure that candidates comply with the Data Protection Act when producing evidence for summative assessment. More information about the candidate's responsibility is available in section 5.11.

4.3 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.

See section 1.4 for information on Entry Requirements and Recognition of Prior Learning.

4.4   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.

4.5   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 students 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.

4.6   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 in conjunction with the XXXX Sector Skills Council.

4.7   Methods of assessment

We have identified the main assessment methods suitable for these qualifications:

·   **observation** of practice by the assessor or expert witness for occupational specific units

·   **questioning** the candidate or witness by the assessor

- · **professional discussion**

- · **examining work products** – e.g. business letters, spreadsheets, diagrams

- · **examining written evidence** e.g. assignments, tasks, projects or tests

- · **examining evidence from others.**

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

The methods agreed must be:

- · valid

- · reliable

- · safe and manageable

- · suitable for the candidate.

Valid

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.

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

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 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'.

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

4.8   Authentication

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 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.

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.

If the qualification allows for candidates to work in groups or with others, for example, in undertaking research, individual responses must be provided as part of any task outcomes.

Whilst there are no restrictions on the number of times that a candidate can resubmit evidence, it is the responsibility of the assessor to ensure that the details of any feedback and guidance are clearly recorded.

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.

4.9   Making assessment decisions

It is not necessary for candidates to meet all the criteria every time they carry out an activity but they must consistently provide enough evidence for assessors to believe that the 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.

4.10 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 criteria within the unit in question.

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

Evidence can take many forms, for example, 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**

·   **Professional discussion**

·   **Work products** – the outcome or product of a candidate's work activity

·   **Witness statements**

·   **Personal statement**

·   **Assignments, tasks, projects or tests**. – centre devised projects, e.g. a case study

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

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

An Evidence record sheet is available to download from our website. Candidates can use this sheet 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.

4.11 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 your centre assessors.

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

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

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

4.12 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.

4.13 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.

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

4.14 Questioning

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

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

· test a candidate's knowledge of facts and procedures

· check if a candidate understands principles and theories *and*

· collect information on the type and purpose of the activities a candidate has been involved in.

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

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

4.15 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 underpin the competence.

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

4.16 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, care plan, spreadsheet.

4.17 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.

4.18 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.

4.19 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.

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

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

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

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

RD01   Candidate profile - mandatory

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

RD02   Sample signatures of centre assessment team - mandatory

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

RD03   Record of unit achievement - optional

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

RD04   Index of evidence - optional

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

RD05   Record of assessment planning - mandatory

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

RD06   Record of assessment feedback - mandatory

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

RD07   Record of internal quality assurance feedback - mandatory

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

RD08   Record of witness/expert witness - optional

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

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

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

RD10   Evidence record sheet - mandatory

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

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

RD11   Record of internal quality assurance – mandatory

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

4.21 Verification – how it works

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

The IQA is responsible for:

·   ensuring all assessors are assessing to the required standard

·   ensuring all assessment decisions are fair, valid, reliable and consistent

·   arranging regular standardisation meetings

·   ensuring standardisation of work between assessors

·   maintaining records of the outcome of standardisation activities

·   advising centre assessors of any discrepancies in assessment

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

4.21.2   External verification

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

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

For each external verification visit your centre must have available:

·   the candidate assessment records (CAR) and evidence for all candidates claimed

·   any candidate assessment records and evidence claimed by Direct Claims Status (DCS) since the last visit

·   identified work-in-progress portfolios

·   access to observe assessments taking place

·   access to our on-line claim system (Interchange)

·   as requested by the EV, candidates, centre assessors and internal quality assurance personnel; which may include any portfolios claimed for certification through (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.

4.21.3   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.

4.21.4   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 external verifier 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](#).

4.22 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. **Please see** the [OCR datasheet Direct Claims Status for QCF/NVQ Certification – information for QCF/NVQ centres](#).

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.

4.22.1   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.

4.22.2   Re-instatement of DCS

We will apply one of the following:

·   reinstate 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.

4.22.3   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.

4.23 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 to OCR Risk and Compliance using the following email address: compliance@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 Joint Council of Qualifications (JCQ) publication: *General and Vocational Qualifications – Suspected Malpractice in Examinations and Assessments* which is available from www.jcq.org.uk.

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[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.

5 Support

5.1 Free resources

The following materials are available on our website:

- Level 5 Diploma In Leadership for Health and Social Care and Children and Young People's Services (England) centre handbook

- Assessment documents for use in candidates' assessment records:

  - Candidate evidence record sheet

  - Candidate evidence summary record

  - Record of achievement

  - Expert Witness list

- Assessment documents for use in candidates' assessment records.

  - RD01   Candidate profile - mandatory

  - RD02   Sample signatures of centre assessment team - mandatory

  - RD03   Record of unit achievement - optional

  - RD04   Index of evidence - optional

  - RD05   Record of assessment planning - mandatory

  - RD06   Record of assessment feedback - mandatory

  - RD07   Record of internal quality assurance feedback - mandatory

  - RD08   Record of witness/expert witness - optional

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

  - RD10   Evidence record sheet - mandatory

  - RD11   Record of internal quality assurance – mandatory

We recommend that your centre uses these documents. 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.

5.2 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/.

5.3   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/.

5.4   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*

-    *Fees list.*

Joint Council of Qualifications (JCQ) publications at www.jcq.org.uk

-    *Access Arrangements, Reasonable Adjustments and Special Consideration*

-    *Instructions for Conducting Examinations*

-    *Suspected Malpractice in Examinations and Assessments.*

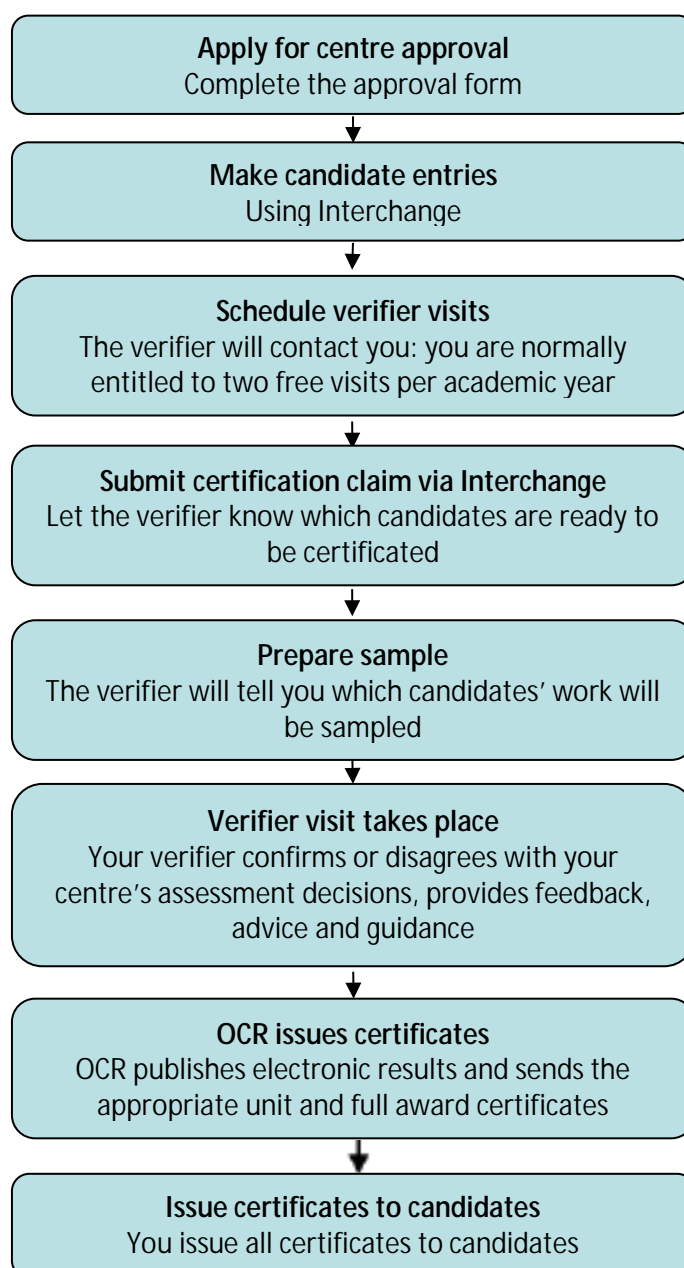Ofqual Regulatory documents at *ofqual.gov.uk/how-we-regulate/regulatory-documents/*

6   Administration

6.1   Overview of full process

The flow chart below provides a summary of the administration process for this qualification.

For detailed information on the administration process you must refer to our *Admin guide: Vocational Qualifications.*

6.1.1 Administration flowchart for verified qualifications

Apply for centre approval
Complete the approval form

↓

Make candidate entries
Using Interchange

↓

Schedule verifier visits
The verifier will contact you: you are normally entitled to two free visits per academic year

↓

Submit certification claim via Interchange
Let the verifier know which candidates are ready to be certificated

↓

Prepare sample
The verifier will tell you which candidates' work will be sampled

↓

Verifier visit takes place
Your verifier confirms or disagrees with your centre's assessment decisions, provides feedback, advice and guidance

↓

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

6.2   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.

6.3   Making entries

6.3.1 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
10396	OCR Level 5 Diploma In Leadership for Health and Social Care and Children and Young People's Services (England) (Children and Young People's Residential Management)	601/4578/X
10397	OCR Level 5 Diploma In Leadership for Health and Social Care and Children and Young People's Services (England) (Children and Young People's Management)	601/4578/X
10398	OCR Level 5 Diploma In Leadership for Health and Social Care and Children and Young People's Services (England) (Children and Young People's Advanced Practice)	601/4578/X

The units and any supporting documentation for this qualification can be found on our [website](#).

6.3.2 Qualification or unit entries for verified qualifications

Centres must have been approved to offer this qualification 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*.

Candidates should be entered either for the full award (qualification) 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. Following qualification achievement, if a candidate wishes to progress to the next size of qualification, e.g. from an Award to a Certificate, you could buy additional units or a full award entry. 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 unit or 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, as you still have to provide the specific candidate information.

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

Ofqual requires Awarding Organisations to capture the Unique Learner Number (ULN) for all candidates who have claimed certification for this qualification. 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 organisations, 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.

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

6.5   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 examined/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.

6.6   Enquiries about results

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

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. 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*.

7.2   Replacement certificates

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

8 Other information

8.1 National Occupational Standards (NOS)

This qualification provides a key progression route between education and employment or further study/training leading to employment. They are directly relevant to the needs of employers and relate to Health and Social Care NOS.

8.2 Functional skills

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

8.3 Essential skills

Training provided for this qualification may help to prepare candidates for essential skills assessment, e.g. report writing may be good preparation for Essential Skills - Communication. It is likely however that further training would be needed to fully prepare candidates for assessment.

8.4 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 nine strands of the Equality Act with the aim of ensuring both direct and indirect discrimination is avoided.

8.5 Regulatory requirements

This qualification complies with Ofqual's *General Conditions of Recognition* and Ofqual's *Regulatory Arrangements for the Qualifications and Credit Framework (Ofqual, August 2008).*

This qualification has been regulated by Ofqual for delivery in England during the life of the qualification.

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

8.6   Language

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

8.7   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 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 this qualification other than the last entry/last certification dates. We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our *last entry/certification notification*.

8.8   Centre resources and requirements

Your centre should ensure that appropriate physical resources are made available to candidates. Each unit will contain guidance on the resources required.

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

8.9   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 you should advise your 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 you make it clear to your 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 competencies. 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.

8.10 Access arrangements and special consideration

Adjustments to standard assessment arrangements are made on the basis of the individual needs of candidates.

It is important 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* at 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*.

8.11 Wider issues

This qualification provides 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.

9   Contacting us

9.1   Customer feedback and enquiries

If you have any comments or enquiries about the qualifications in this handbook you can contact one of our customer contact advisers. You can:

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

email: vocational.qualifications@ocr.org.uk

telephone: 024 76 851509

fax: 024 76 421944

You could also visit our website at www.ocr.org.uk for further information about our qualifications.

9.2   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:

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

email: complaints@ocr.org.uk

Contact our Customer Contact Centre on:

telephone: 024 76 851509

fax: 024 76 421944

10 Qualification summary

10.1 Level 5 Diploma In Leadership for Health and Social Care and Children and Young People's Services (England) (Children and Young People's Residential Management) summary

OCR entry code	10396	Qualification Number (QN)		601/4578/X	
Approved age group	Pre-16	16-18	18+		19+
	No	No	No		Yes
This qualification is suitable for	· candidates studying for career development and who are already in employment · candidates wishing to gain a Level 5 qualification to support further study in Further Education (FE) and Higher Education (HE) in the Health and Social Care sector · candidates wishing to gain a Level 5 qualification to support further study in FE or Higher Education (HE) in any other sector or subject area				
Entry requirements	There are no formal entry requirements for this qualification.				
Credit requirement	You need 90 credits to achieve the full qualification. See Section 2 of the centre handbook for details on how you make up the 90 credits.				
Assessment model	This qualification is pass/fail. This qualification is internally assessed by your assessors and quality assurance personnel and externally verified by OCR.				
Last date to enter candidates	This is the operational end date for the qualification. We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our *last entry/certification notification.*				

10.2 Level 5 Diploma In Leadership for Health and Social Care and Children and Young People's Services (England) (Children and Young People's Management) summary

OCR entry code	10397	Qualification Number (QN)		601/4578/X	
Approved age group	Pre-16	16-18	18+	19+	
	No	No	No	Yes	
This qualification is suitable for	· candidates studying for career development and who are already in employment · candidates wishing to gain a Level 5 qualification to support further study in Further Education (FE) and Higher Education (HE) in the Health and Social Care sector · candidates wishing to gain a Level 5 qualification to support further study in FE or Higher Education (HE) in any other sector or subject area				
Entry requirements	There are no formal entry requirements for this qualification.				
Credit requirement	You need 90 credits to achieve the full qualification. See Section 2 of the centre handbook for details on how you make up the 90 credits.				
Assessment model	This qualification is pass/fail. This qualification is internally assessed by your assessors and quality assurance personnel and externally verified by OCR.				
Last date to enter candidates	This is the operational end date for the qualification. We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our *last entry/certification notification.*				

10.3 Level 5 Diploma In Leadership for Health and Social Care and Children and Young People's Services (England) (Children and Young People's Advanced Practice) summary

OCR entry code	10398	Qualification Number (QN)		601/4578/X	
Approved age group	Pre-16	16-18	18+		19+
	No	No	No		Yes
This qualification is suitable for	· candidates studying for career development and who are already in employment · candidates wishing to gain a Level 5 qualification to support further study in Further Education (FE) and Higher Education (HE) in the Health and Social Care sector · candidates wishing to gain a Level 5 qualification to support further study in FE or Higher Education (HE) in any other sector or subject area				
Entry requirements	There are no formal entry requirements for this qualification.				
Credit requirement	You need 90 credits to achieve the full qualification. See Section 2 of the centre handbook for details on how you make up the 90 credits.				
Assessment model	This qualification is pass/fail. This qualification is internally assessed by your assessors and quality assurance personnel and externally verified by OCR.				
Last date to enter candidates	This is the operational end date for the qualification. We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our *last entry/certification notification.*				