



Oxford Cambridge and RSA

QCF

Residential childcare

Centre Handbook

OCR Level 3 Diploma for Residential Childcare (England)
Entry code 10405

OCR Level 5 Diploma in Leadership and Management for
Residential Childcare (England)
Entry code 10406

From 05/01/2015

The DfE expect new staff working in children's homes, who do not hold an equivalent qualification, to undertake one of these qualifications.

Further information about equivalent qualifications can be found here:

www.gov.uk/government/publications/childrens-homes-regulations-amendments-2014

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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.

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 3 Diploma for Residential Childcare (England) | 601/5383/0 |
| OCR Level 5 Diploma in Leadership and Management for Residential Childcare (England) | 601/5384/2 |

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?

All units are internally assessed by centre staff and externally verified by us.

1.3 Why choose one of these qualifications?

The aims of these qualifications are to:

- Develop/expand candidates' understanding of working or leading within a children and/or young peoples' residential setting
- Develop candidates' skills and competence in working or leading within a children and/or young peoples' residential setting

This will give candidates the opportunity to:

- Achieve a nationally recognised qualification valued by employers
- Prepare for employment in a specific occupational sector

- Develop skills and competence in the workplace.
- Continue professional development.

Candidates achieving one of the qualifications can progress:

- To employment
- Within employment.

These qualifications:

- Support development of Functional Skills.
- Are supported by and consist of units based on the national occupational standards developed by Skills for Care and Development, the Sector Skills Council for people working in early years, children and young people's services, and those working in social work and social care for adults and children in the UK.
- 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 us.

1.4 Entry requirements

There are no formal entry requirements for these qualifications. Candidates will need to be working, volunteering or on practical placement in a residential childcare setting, as they need to show competence in both knowledge and skills.

Candidates entered for this qualification will be working in the residential childcare and may need to meet specific legal or physical requirements, for example people working with children would be subject to checks by the Disclosure and Barring Service (DBS).

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.

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 are regulated in the QCF for learners aged 18+ for the level 3 qualification and 19+ for the level 5 qualification.

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

1.5 Funding

These qualifications are regulated by Ofqual and are recommended for delivery for learners 18+ and 19+.

For more details about approval and funding eligibility, you can visit these following websites:

Department for Education (DfE) under [Section 96](#)

[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

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

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 3 Diploma for Residential Childcare (England) is a minimum of 466 GLH

Level 5 Diploma in Leadership and Management for Residential Childcare (England) is a minimum of 488 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.

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 Barred combinations, equivalencies and exemptions

2.2.1 Barred combinations

These are units that cannot be counted together as part of the rule of combination for these qualifications. There is one barred combination in the Level 5 qualification.

Unit 17 Y/506/7609 is barred with Unit 18 J/506/7606.

2.2.2 Equivalencies

These specify when a candidate can count credits from units achieved in other QCF qualifications in place of units identified in the qualification's rule of combination.

There are no equivalencies for these qualifications.

2.2.3 Exemptions

These are based on certificated achievement outside the QCF which is judged to be of equal value to a QCF unit or units.

There are no exemptions for these qualifications.

2.3 OCR Level 3 Diploma for Residential Childcare (England)

Rule of combination

To achieve this qualification a candidate must achieve a minimum of 61 credits.

| | |
|------------------------|--------------------------------------|
| From Mandatory Group A | 53 credits |
| From Optional Group B | 8 credits (minimum of 3 units) |

Minimum credit of 61 credits

There are no equivalencies, exemptions or barred combinations for this qualification.

Level 3 Units

| OCR Unit No | SSC Unit No | Unit Title | Unit reference Number | Credit | Level | GLH |
|--------------------------|-------------|--|-----------------------|--------|-------|-----|
| Mandatory Group A | | | | | | |
| 1 | RCC 3.1 | Understand the development of children and young people in residential childcare | F/506/7653 | 3 | 3 | 25 |
| 2 | RCC 3.2 | Understand how to safeguard and protect children and young people in residential childcare | T/506/8363 | 7 | 3 | 63 |
| 3 | RCC 3.3 | Understand how to support children and young people who have experienced harm or abuse | A/506/8364 | 3 | 3 | 22 |
| 4 | RCC 3.4 | Promote effective communication and information handling in residential childcare settings | A/506/8526 | 3 | 3 | 21 |
| 5 | RCC 3.5 | Support risk management in residential childcare | J/506/7587 | 2 | 3 | 18 |
| 6 | RCC 3.6 | Assessment and planning with children and young people in residential childcare | A/506/7828 | 3 | 3 | 20 |
| 7 | RCC 3.7 | Support group living in residential childcare | L/506/7588 | 3 | 3 | 22 |
| 8 | RCC 3.8 | Understand how to support positive outcomes for children and young people in residential childcare | A/506/7618 | 2 | 3 | 20 |
| 9 | RCC 3.9 | Support attachment and positive relationships for children and young people in residential childcare | M/506/7616 | 4 | 3 | 27 |
| 10 | RCC 3.10 | Support the well-being and resilience of children and young people in residential childcare | T/506/7617 | 3 | 3 | 20 |
| 11 | RCC 3.11 | Support children and young people in residential childcare to achieve their learning potential | L/506/7798 | 4 | 3 | 30 |

| OCR Unit No | SSC Unit No | Unit Title | Unit reference Number | Credit | Level | GLH |
|-------------------------|-------------|--|-----------------------|--------|-------|-----|
| 12 | RCC 3.12 | Support children and young people in residential childcare to manage their health | D/506/7594 | 2 | 3 | 17 |
| 13 | RCC 3.13 | Support the development of socially aware behaviour with children and young people in residential childcare | Y/506/8193 | 5 | 3 | 34 |
| 14 | RCC 3.14 | Engage in professional development in residential childcare settings | F/506/7782 | 3 | 3 | 20 |
| 15 | RCC 3.15 | Support the rights, diversity and equality of children and young people in residential childcare | R/506/7592 | 3 | 3 | 24 |
| 16 | RCC 3.16 | Participate in teams to benefit children and young people in residential childcare | F/506/7605 | 3 | 3 | 20 |
| Optional Group B | | | | | | |
| 17 | RCC 3.17 | Understand the care system and its impact on children and young people | H/506/7595 | 3 | 4 | 22 |
| 18 | RCC 3.18 | Understand the youth justice system as it relates to residential childcare | J/506/7606 | 3 | 4 | 30 |
| 19 | RCC 3.19 | Support young people leaving care | K/506/8540 | 6 | 3 | 40 |
| 20 | RCC 3.20 | Understand residential childcare for children and young people with complex disabilities or conditions | R/506/8502 | 3 | 3 | 27 |
| 21 | RCC 3.21 | Understand support for young people with complex disabilities or conditions making the transition into adulthood | L/506/8501 | 3 | 3 | 24 |
| 22 | RCC 3.22 | Work with the families of children and young people in residential childcare | K/506/7596 | 2 | 3 | 17 |
| 23 | HSC3047 | Support use of medication in social care settings | F/601/4056 | 5 | 3 | 40 |

2.4 OCR Level 5 Diploma in Leadership and Management for Residential Childcare (England)

Rule of combination

To achieve this qualification a candidate must achieve a minimum of 65 credits.

| | |
|------------------------|--------------------------------------|
| From Mandatory Group A | 57 credits |
| From Optional Group B | 8 credits (minimum of 3 units) |

Minimum credit of 65 credits

There are no equivalencies or exemptions for this qualification.

Unit 17 Y/506/7609 is barred with Unit 18 J/506/7606 so only one of these units can count to the rule of combination.

Level 5 Units

| OCR Unit No | SSC Unit No | Unit Title | Unit reference Number | Credit | Level | GLH |
|--------------------------|-------------|--|-----------------------|--------|-------|-----|
| Mandatory Group A | | | | | | |
| 1 | RCC5.1 | Understand children and young people's development in residential childcare | M/506/7650 | 3 | 5 | 25 |
| 2 | RCC5.2 | Understand support for children and young people who are vulnerable and disadvantaged | A/506/7652 | 2 | 4 | 20 |
| 3 | RCC5.3 | Lead and manage a team within a residential childcare setting | L/506/7607 | 5 | 5 | 36 |
| 4 | RCC5.4 | Lead practice to support the safeguarding and protection of children and young people in residential childcare | M/506/8362 | 8 | 5 | 55 |
| 5 | RCC5.5 | Lead practice for communication and information management in residential childcare settings | A/506/7585 | 4 | 5 | 30 |
| 6 | RCC5.6 | Manage risk in residential childcare | J/506/7590 | 3 | 5 | 22 |
| 7 | RCC5.7 | Lead and manage group living in residential childcare | L/506/7591 | 4 | 5 | 31 |
| 8 | RCC5.8 | Lead a service that can support children or young people who have experienced harm or abuse | F/506/8365 | 3 | 5 | 24 |
| 9 | RCC5.9 | Lead practice to achieve positive outcomes for children and young people in residential childcare | F/506/7619 | 5 | 5 | 35 |

| OCR Unit No | SSC Unit No | Unit Title | Unit reference Number | Credit | Level | GLH |
|-------------------------|-------------|--|-----------------------|--------|-------|-----|
| 10 | RCC5.10 | Implement a Positive Relationship Policy in residential childcare | R/506/8192 | 6 | 5 | 41 |
| 11 | RCC5.11 | Lead practice to support the well-being and resilience of children and young people in residential childcare | T/506/7620 | 3 | 5 | 21 |
| 12 | RCC5.12 | Lead practice in safe use of digital, internet and mobile technology with children and young people | L/506/8367 | 2 | 4 | 16 |
| 13 | RCC5.13 | Undertake professional development in residential childcare settings | H/506/7791 | 2 | 4 | 18 |
| 14 | RCC5.14 | Lead practice to promote the rights, diversity and equality of children and young people in residential childcare | T/506/7584 | 3 | 5 | 25 |
| 15 | RCC5.15 | Lead networks and multi-agency work to benefit children and young people in residential childcare | R/506/7608 | 4 | 5 | 26 |
| Optional Group B | | | | | | |
| 16 | RCC3.17 | Understand the care system and its impact on children and young people | H/506/7595 | 3 | 4 | 22 |
| 17 | RCC5.16 | Lead a residential childcare service that can engage with the youth justice system | Y/506/7609 | 5 | 5 | 40 |
| 18 | RCC3.18 | Understand the youth justice system as it relates to residential childcare | J/506/7606 | 3 | 4 | 30 |
| 19 | RCC5.17 | Lead practice to support young people leaving care | Y/506/8114 | 4 | 5 | 25 |
| 20 | RCC5.18 | Understand the context of residential childcare for children and young people with complex disabilities or conditions | J/506/8318 | 3 | 4 | 24 |
| 21 | RCC5.19 | Principles for leading the transition of young people with complex disabilities or conditions to adult services | A/506/7568 | 3 | 4 | 24 |
| 22 | RCC5.20 | Support others to understand models of disability and their effects on working practice with children and young people | R/506/8158 | 2 | 4 | 17 |
| 23 | CCLDOP 5.25 | Undertake a research project within services for health and social care or children and young people | J/602/3499 | 10 | 5 | 80 |

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 make sure:

- There are sufficient trained and qualified personnel to assess the expected number of candidates.
- There are sufficient trained and 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.
- Systems and internal quality assurance personnel are put in place to ensure that all assessments are valid, reliable, safe and manageable and suitable to the needs of the candidate.
- The evidence is authentic and sufficient.
- There is a system of standardisation in place to make sure all assessments are consistent and fair.
- Those who are doing the quality assurance and assessment maintain their skills, knowledge and understanding about assessment and quality assurance and the associated qualification.
- There is enough time for effective assessment and internal quality assurance.
- There are enough facilities and resources to deliver and assess these qualifications.
- Any corrective measures that we and our external verifiers identify are addressed.

3.2 Centre assessor responsibilities

Your centre assessor is responsible for assessing candidates' evidence. If you have a large centre, you're more likely to have more than one assessor, in which case we would expect you to take steps to make sure the quality and standard of assessment is consistent.

Your centre is responsible for identifying staff that are able to act as assessors. Your assessors must have the relevant level of subject knowledge and skills to deliver these qualifications and they must assess the candidates' work in line with the unit specifications. If your centre assessment doesn't meet national requirements, as determined by the learning outcomes and assessment criteria of the unit(s), the unit(s) or claim will be rejected.

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
- Make sure the candidates' work is authentic (see section 4.9)
- 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.

Your assessors must have the necessary expertise, which **must** include assessors holding, or be working towards, appropriate qualifications, such as:

- Award in Assessing Competence in the Work Environment
- Certificate in Assessing Vocational Achievement
- Assess candidates using a range of methods (A1)
- Assess candidate performance D32
- Assess candidate using differing sources of evidence D33

You must provide evidence of the training being undertaken or proof of relevant qualifications.

3.3 Expert Witnesses

A wide range of people could be expert witnesses. It must be someone 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 of the content in 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 residential childcare 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 and, where necessary, confirm this e.g. with the witnesses' manager/employer.

3.4 Internal Quality Assurance Personnel (IQA)

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

Your IQA should have a 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 and competent across the range of units for which they are responsible prior to commencing the role.
- 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
- Make sure 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.

Those making quality assurance decisions must have the necessary expertise to do so, which **must** include IQA's holding, or be working towards, appropriate qualifications, such as:

- Award in Internal Quality Assurance of the Assessment Processes and Practices
- Award in Conducting Internal Quality Assurance of the Assessment Process (V1)
- Internally verify the assessment process D34

You must provide evidence of the training being undertaken or proof of relevant qualifications.

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 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

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

These 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 4.10.

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.

4.4 Access arrangements

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

It is important that you identify as early as possible whether candidates have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and choose a qualification or adjustment that will allow them to demonstrate attainment.

The responsibility for providing adjustments to assessment is shared between your centre and us. Please read the Joint Council of Qualifications' (JCQ) booklet *Access Arrangements, Reasonable Adjustments and Special Consideration* at www.jcq.org.uk.

There is more guidance on access arrangements and special consideration in the [Admin guide: Vocational Qualifications](#).

If you think anything about these qualifications unfairly restricts access and progression, please email or call our Customer Contact Centre by phone on 02476851509 or by email at vocational.qualifications@ocr.org.uk.

4.5 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.

4.6 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.

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.

Simulation is not permitted for any of the units in these qualifications.

4.7 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 Skills for Care and Development.

4.8 Methods of assessment

We have in partnership with Skills for Care and Development and other awarding organisations 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 or projects
- Examining evidence from others.

As the assessor, 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.

There is more about each of these below.

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 to simply present an organisation's policy on "how health and safety risk assessments are monitored and reviewed" as evidence towards unit 5 (RCC3.5) *Support risk management in residential childcare*, as it is not the candidate's own work and does not evidence their understanding. It may be more appropriate for the candidate and centre assessor to have a discussion about how risk assessments are monitored and reviewed and how the policy relates. This could include examples from the candidate's own experience which could

be used as evidence for specific learning outcomes. This discussion could then be assessed 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 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.

4.9 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.

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.

4.10 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.

4.11 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. These are the main ones:

- Observation
- Questioning
- Professional discussion
- Work products – the outcome or product of a candidate's work activity
- Witness statements

- Personal statement
- Assignments, tasks or projects – 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.

You can download an Evidence record sheet 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.

4.12 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.

It is not the quantity but the quality and breadth of evidence produced that is important; as well as making sure it meets the assessment requirements and assessment criteria.

Your centre assessors should discuss with candidates the most suitable sources of evidence and make sure they know 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 a candidate has competently met the unit requirements.

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

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

4.14 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.

You can download an example of an Observation/Witness Statement, for use by your assessors, from our website.

4.15 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
- Collect information on the type and purpose of the activities a candidate has been involved in.

Generally, you should try and use questions that cannot be answered by the candidate with one word responses such as 'yes' or 'no'. Open-ended questions need thought and detail to answer them. You should be careful to avoid complicated questions that 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.

4.16 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.

4.17 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. email, care plan, spreadsheet. Candidates mustn't reference another individual's personal details in any evidence produced for summative assessment. More information about the candidate's responsibility is available in the section on generation and collection of evidence.

4.18 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.

Candidates cannot 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.

4.19 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.

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.

4.20 Assignments, tasks or projects

For some units it may be appropriate for your centre to devise assignments, tasks or projects. 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 or projects 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 what they are to undertake and the assessment criteria which they are expected to meet.

4.21 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

Records the critical information related to the candidate and the qualification they are entered for.

RD02 Sample signatures of centre assessment team - mandatory

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 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

Details 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 and allows candidates and assessors to see at a glance where each piece of evidence can be found.

RD05 Record of assessment planning - mandatory

Must be used to record when and how assessment planning took place. Using 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 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 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

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

Can be used for 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 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 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.

5 Verification

5.1 Internal quality assurance

It is your centre's responsibility to appoint internal quality assurance personnel (See section 3.4) 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:

- Making sure all assessors are assessing to the required standard
- Making sure all assessment decisions are fair, valid, reliable and consistent
- Arranging regular standardisation meetings
- Making sure 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.

5.2 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.

5.3 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.

5.4 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.

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

5.5 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 means centres can claim certification for identified qualifications in between their external verifier visits.

If your centre consistently meets all the required criteria and delivers high quality assessment for an individual qualification over approximately a twelve month period it 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)
- A 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.

5.5.1 Withdrawal of DCS

DCS may be withdrawn at any time if we believe 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.

5.5.2 Re-instatement of DCS

You could regain DCS in one of these two ways:

- We may ask your centre to go through the full DCS process to make sure you meet the criteria.
- We might reinstate DCS at the next external verifier visit, if all the action points have been completed

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

5.5.3 Critical points regarding Direct Claim Status

Here are some key points about DCS:

- 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.
- We will make the decision on whether DCS is awarded, retained or withdrawn.

5.6 Centre malpractice guidance

It is the responsibility of the Head of Centre¹ 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.

¹ The Head of Centre is defined as the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, e.g. the Principal of a College, the Head Teacher of a school, the Managing Director of a Private Training Provider or the Group Training Manager of a major company.

6 Support

6.1 Qualification resources

Our aim is to provide you with all the information and support you need to deliver this qualification. You'll find all these useful materials on our website:

| | |
|---------------|--|
| Key documents | This qualification handbook The units |
|---------------|--|

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 |

You must use these documents.

6.2 Interchange

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

6.3 Professional Development Programme (CPD)

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 please visit our website at <https://www.cpdhub.ocr.org.uk/>.

6.4 Useful documents and links

Our publications

[Admin guide: Vocational Qualifications](#)

This is designed to assist exams officers and teachers in our registered centres with the administration of our vocational qualifications.

[Fees list](#)

This is a dynamic document, regularly updated, as our qualification portfolio develops.

[Step-by step guides](#)

Making entries for vocational qualifications via Interchange
Making online claims for vocational qualifications

JCQ publications

Access Arrangements, Reasonable Adjustments and Special Consideration
Suspected Malpractice in Examinations and Assessments
 Found at www.jcq.org.uk

Ofqual documents

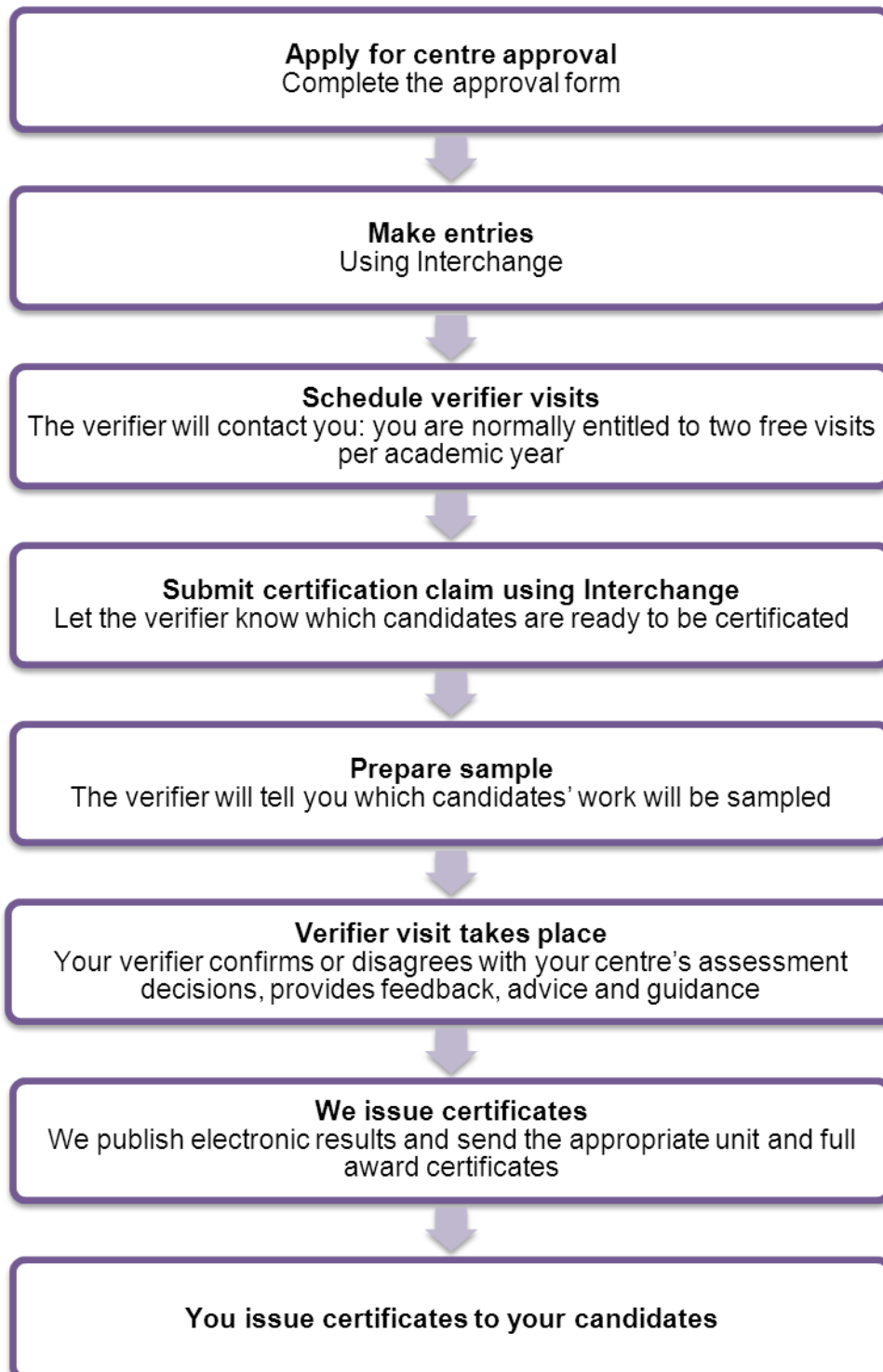
Regulatory documents
 Found at: <https://www.gov.uk/awarding-organisations-understanding-our-regulatory-requirements>.

7 Administration

7.1 Overview of full process

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

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



7.2 How to apply for centre approval

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

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

7.3 Making entries

7.3.1 Entry codes

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

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

| OCR entry code | Title | Qualification Number |
|----------------|--|----------------------|
| 10405 | OCR Level 3 Diploma for Residential Childcare (England) | 601/5383/0 |
| 10406 | OCR Level 5 Diploma in Leadership and Management for Residential Childcare (England) | 601/5384/2 |

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

7.3.2 Qualification or unit entries?

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

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

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

Options for candidate entry:

- Full award entry – Where candidates intend to complete the whole qualification, rather than just individual units, they can be entered for the full award. This is often a more cost-effective way of making entries. However if the candidate does not complete the full award, the remaining units cannot be transferred to another candidate. Please see the [fees list](#) for qualification and unit fees.
- Unit entry – Candidates can build their qualification unit by unit. This entry route may be useful if your centre is unsure whether a candidate is intending to complete the full qualification.

Route for making entries:

- Named entry – You provide specific candidate information, e.g. name and date of birth, for each unit or qualification.

Centres must have made an entry for a qualification or a unit in order for us to provide your OCR verifier's details.

7.4 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 any of these qualifications. It is also a condition of funding that all candidates that claim certification for publically funded qualifications must have a valid ULN.

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

7.5 Certificates

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 don't meet the credit requirements for a full qualification will receive a certificate listing the units they've achieved along with their credit value.

We'll issue certificates directly to your centre for successful candidates. So that these are automatically issued, you must make sure our candidate number is **always** used where a candidate has already achieved one or more units. See the Admin guide: Vocational Qualifications for full details.

Find out how to make online claims for QCF qualifications in the step-by-step guide [Making online claims for vocational qualifications](#).

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

7.6 Enquiries about results

Please refer to the [Admin guide: Vocational Qualifications](#).

8 Other information

8.1 National Occupational Standards (NOS)

These qualifications provide 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 Skills for Care and Development National Occupational Standards (NOS).

8.2 Functional skills

Training provided for these qualifications 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 Avoidance of bias

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

8.4 Regulatory requirements

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

These qualifications have been regulated by Ofqual for delivery in England and Northern Ireland during the life of the qualifications.

Ofqual regulates qualifications, examinations and assessments in England and vocational qualifications in Northern Ireland.

8.5 Language

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

8.6 Mode of delivery

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

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

We do not specify the mode of study or a time limit for the achievement of these qualifications other than the last entry/last certification dates. We will notify you at least six months before the qualifications closes for entries and this information will be available on Ofqual's register of accredited qualifications and our [last entry/certification notification](#).

8.7 Recognition of Prior Learning (RPL)

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. Please let your candidates know they can bring forward any relevant learning (gained either informally or formally) so it can be assessed against the assessment criteria specified in the unit or units they aim to complete. It's important you make it clear to them that the RPL process is concerned with how they've acquired the knowledge, understanding or skills; it doesn't mean they're exempt from the assessment.

A candidate's prior knowledge and ability are often important when recognising skills and competencies. When assessment is done at your centre through assignments or portfolios, we ask you to judge the relevance of every aspect of a candidate's prior learning (including how current and relevant it is) to the qualification being assessed, before we'll quality assure the assessment.

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

Level 3 Diploma for Residential Childcare (England)

| | | | | |
|---|--|----------------------------------|-----|------------|
| OCR entry code | 10405 | Qualification Number (QN) | | 601/5383/0 |
| Approved age group | Pre-16 | 16-18 | 18+ | 19+ |
| | No | No | Yes | Yes |
| This qualification is suitable for | <ul style="list-style-type: none"> • Candidates in employment who are new to residential childcare and who do not hold an equivalent qualification. • Candidates studying for career development and who are already in employment in residential childcare. | | | |
| Entry requirements | There are no formal entry requirements for this qualification. | | | |
| Credit requirement | <p>You need 61 credits to achieve the full qualification.</p> <p>See Section 2.3 of the centre handbook for details on how you make up these credits.</p> | | | |
| Assessment model | <p>This qualification is pass/fail.</p> <p>This qualification is internally assessed by your assessors and quality assurance personnel and externally verified by OCR.</p> | | | |
| Last date to enter candidates | <p>This is the operational end date for the qualification.</p> <p>We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our last entry/certification notification.</p> | | | |

Level 5 Diploma in Leadership and Management for Residential Childcare (England)

| | | | | |
|---|--|----------------------------------|-----|------------|
| OCR entry code | 10406 | Qualification Number (QN) | | 601/5384/2 |
| Approved age group | Pre-16 | 16-18 | 18+ | 19+ |
| | No | No | No | Yes |
| This qualification is suitable for | <ul style="list-style-type: none"> • Candidates in employment who are new to residential childcare and who do not hold an equivalent qualification. • Candidates studying for career development and who are already in employment in residential childcare. | | | |
| Entry requirements | There are no formal entry requirements for this qualification. | | | |
| Credit requirement | <p>You need 65 credits to achieve the full qualification.</p> <p>See Section 2.4 of the centre handbook for details on how you make up these credits.</p> | | | |
| Assessment model | <p>This qualification is pass/fail.</p> <p>This qualification is internally assessed by your assessors and quality assurance personnel and externally verified by OCR.</p> | | | |
| Last date to enter candidates | <p>This is the operational end date for the qualification.</p> <p>We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our last entry/certification notification.</p> | | | |