



Oxford Cambridge and RSA

Unit Title:	Maintain learner records
OCR Unit No:	42
Sector Unit No:	TDA 3.26
Level:	3
Credit value:	3
Guided learning hours:	12
Unit accreditation number:	Y/601/8338

Unit purpose and aim

This unit provides the knowledge, understanding and skills needed to maintain learner records. It requires demonstration of competence in collecting and inputting data, maintaining the safety and security of records and sharing information with those authorised to receive it.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1. Understand the organisational policy and procedures for maintaining learner records	1.1 Explain the organisational policy for maintaining learner records 1.2 Explain own role in maintaining learner records and how this relates to the roles of others in the setting 1.3 Explain with examples the difference between different types of information 1.4 Explain the importance of: a) updating records on a regular basis b) checking the validity and reliability of information	Centres must ensure that all assessment criteria are met. Policy for maintaining learner records, including: <ul style="list-style-type: none"> • what information is recorded • the frequency of updating needed for different types of record • confidentiality requirements • data protection • information sharing • storage and security of learner records • how long records are kept • what records are transferred and to

	<p>1.5 Describe with examples the sorts of information which may indicate potential problems with individual learners and what action to take in response to these</p>	<p>whom</p> <ul style="list-style-type: none"> • how records are transferred or disposed of <p>Learner records: the information about learners that is recorded and stored by the setting, such as:</p> <ul style="list-style-type: none"> • activity records eg. in relation to programmes of study, schemes of work, assignments • assessment records • learner progress records and reports • off-site activities eg. educational visits, work experience • registers eg. for attendance, school meals <p>Learner records may be paper-based or electronic</p> <p>Roles of others in relation to learner records eg:</p> <ul style="list-style-type: none"> • those who provide data or information to be included in learner records • those who contribute to maintaining learner records • those who use information stored in learner records <p>Types of information eg:</p> <ul style="list-style-type: none"> • confidential • personal data • sensitive personal data <p>Potential problems with individual learners in relation to eg:</p> <ul style="list-style-type: none"> • progress made
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2. Be able to maintain learner records	<p>2.1 Obtain the information needed to update learner records from valid and reliable sources</p> <p>2.2 Check information for completeness, relevance and validity</p> <p>2.3 Raise any concerns about the information with the relevant people</p> <p>2.4 Update learner records at agreed time intervals</p> <p>2.5 Ensure that learner records are accurate, complete and up-to-date</p> <p>2.6 Maintain confidentiality according to organisational and legal requirements</p>	<p>Concerns relating to eg:</p> <ul style="list-style-type: none"> • the validity of information • the reliability of information • the sufficiency of information • the wider implications of the information (eg. attendance patterns, child protection concerns) <p>Relevant people eg:</p> <ul style="list-style-type: none"> • teachers • head of subject/year group • special educational needs coordinator • programme coordinator • senior management • designated person for child protection • Education Welfare Officer • office staff
3. Be able to maintain the safety and security of learner records	<p>3.1 Return learner records promptly to the correct place after use</p> <p>3.2 Comply with organisational procedures for storage and security of learner records</p> <p>3.3 Report actual or potential breaches to the security of learner records to the appropriate person</p>	<p>Return learner records to the correct place after use includes using the correct filing protocols for electronic records</p>

<p>4. Be able to share information with those authorised to receive it</p>	<p>4.1 Explain the importance of information sharing, how it can help and the dangers of not doing so</p> <p>4.2 Explain how the Data Protection Act can be a tool to enable and encourage information sharing</p> <p>4.3 Assess the relevance and status of information</p> <p>4.4 Comply with legal and organisational requirements for information sharing</p>	<p>Status of information eg:</p> <ul style="list-style-type: none"> • whether it is observation or opinion • where an individual is at risk of harm • where there is a legal obligation to disclose • where consent for sharing information has been given • where consent for sharing information is not required
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Assessment

This unit needs to be assessed in line with the Training and Development Agency (TDA) QCF Assessment principles.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

Assessment criteria 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 4.3 and 4.4 must be assessed in the workplace.

Details of relationship between the unit and national occupational standards

STL55 Contribute to maintaining pupil records

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website www.ocr.org.uk.