OCR
RECOGNISING ACHIEVEMENT

QCF

Sport, Leisure and Recreation

OCR Level 2 Award in Employment Awareness in Active Leisure and Learning

OCR Level 3 Award in Employment Awareness in Active Leisure and Learning

Scheme code 09885

Scheme code 09886

Centre Handbook

Contents

1   Introduction

This centre handbook provides information for centre staff involved in the planning, delivery and assessment of the following qualifications.

OCR Level 2 Award in Employment Awareness in Active Leisure and Learning – scheme code 09885

OCR Level 3 Award in Employment Awareness in Active Leisure and Learning – scheme code 09886

It is important that centre staff involved in the delivery of the above qualifications understand the requirements laid down in this handbook. Centres should therefore ensure that all staff involved in the delivery of these qualifications have access to this document.

1.1   The OCR Level 2 and 3 Award in Employment Awareness in Active Leisure and Learning

The OCR Level 2 and 3 Award in Employment Awareness in Active Leisure and Learning provide candidates with high quality, nationally recognised qualifications. These are vocationally-related, credit-based qualifications that provide valuable opportunities for individuals to gain underpinning knowledge and understanding of the sector and their role within it. It supports achievement of Functional Skills.

The awarding body for these qualifications is Oxford Cambridge and RSA Examinations (OCR) and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual).

These qualifications are regulated in the Qualifications and Credit Framework and appear on the Register of Regulated Qualifications. They are supported by SkillsActive, the sector body for the Sport, Leisure and Recreation industries.

1.2   Administration arrangements for this qualification

A separate publication, the *Admin guide: Vocational Qualifications* (A850), provides details of the administration arrangements for these qualifications. The Admin Guide is available to download from our website: www.ocr.org.uk.

1.3 What is the Qualifications and Credit Framework (QCF)?

The QCF is a unit and credit-based regulatory framework which replaces the National Qualifications Framework (NQF). It is a way of recognising skills and qualifications by awarding credit for qualifications and units achieved.

1.4   If centre staff have queries

This Centre Handbook and the Admin Guide contain all the information needed to deliver and administer these qualifications. If centre staff have any queries about these qualifications that are not answered in these publications, they should refer to the section Further support and information for details of who to contact. Support is also available on the OCR webpage at www.ocr.org.uk.

1.5   Documentation updates

The information provided in this handbook was correct at the time of production. Occasionally OCR may update this information. Please refer to the qualification webpages at www.ocr.org.uk for details regarding updates to these qualifications. The latest version of this handbook is available to download from the OCR website.

2 General Information

2.1 Qualification profile

Title	OCR Level 2 Award in Employment Awareness in Active Leisure and Learning
OCR code	09885
QN	600/2422/7
Level	This is a regulated qualification in the Qualifications and Credit Framework (QCF) at Level 2
Qualification structure	To achieve this qualification, candidates must complete a total of 6 credits from 3 mandatory units.

Age group approved	Pre-16	16-18	18+	19+
		✓	✓	✓

This qualification is suitable for	This qualification is suitable for learners working in the active leisure and learning sector and assesses their knowledge of employment practices in the sector. For learners completing an apprenticeship the qualification provides opportunity to meet the requirements around employee responsibilities and rights in the apprenticeship framework in the sector.
Entry requirements	There are no formal entry requirements for this qualification.
Assessment	This qualification is graded as pass or fail only. Assessment of the unit will be through a portfolio of evidence which will be assessed in the centre and externally verified by OCR External Verifiers. Learners can meet the requirements of this qualification through the completion, to a satisfactory standard, of an OCR-set workbook.
Funding	For details on eligibility for public funding please refer to the following websites: http://www.dcsf.gov.uk/section96/ http://skillsfundingagency.bis.gov.uk/
Performance figures	For information on this qualification's contribution to performance measurement please see the Ofqual's Register of Regulated Qualifications http://register.ofqual.gov.uk/
Last entry date*	Insert date as per Ofqual review date

*OCR will inform centres of any change to this date. Please refer to our website www.ocr.org.uk for current information.

Title	OCR Level 3 Award in Employment Awareness in Active Leisure and Learning
OCR code	09886
QN	600/2423/9
Level	This is a regulated qualification in the Qualifications and Credit Framework (QCF) at Level 3
Qualification structure	To achieve this qualification, candidates must complete a total of 8 credits from 3 mandatory units.

Age group approved	Pre-16	16-18	18+	19+
		✓	✓	✓

This qualification is suitable for	This qualification is suitable for learners working in the active leisure and learning sector and assesses their knowledge of employment practices in the sector. For learners completing an apprenticeship the qualification provides opportunity to meet the requirements around employee responsibilities and rights in the apprenticeship framework in the sector.
Entry requirements	There are no formal entry requirements for this qualification.
Assessment	This qualification is graded as pass or fail only. Assessment of the unit will be through a portfolio of evidence which will be assessed in the centre and externally verified by OCR External Verifiers. Learners can meet the requirements of this qualification through the completion, to a satisfactory standard, of an OCR-set workbook.
Funding	For details on eligibility for public funding please refer to the following websites: http://www.dcsf.gov.uk/section96/ http://skillsfundingagency.bis.gov.uk/
Performance figures	For information on this qualification's contribution to performance measurement please see the Ofqual's Register of Regulated Qualifications http://register.ofqual.gov.uk/
Last entry date*	Insert date as per Ofqual review date

*OCR will inform centres of any change to this date. Please refer to our website www.ocr.org.uk for current information.

2.2   Target market

The qualifications are offered in England, Wales and Northern Ireland and are available to learners aged 16 and over. It is anticipated that learners will take the awards as part of the apprenticeship framework in the sport, leisure and recreation sector, but the qualifications will also have a wider use for any worker in the sector.

2.3   Qualification aims

These qualifications provide the knowledge to equip learners with an understanding of employment rights and responsibilities; and the sport, leisure and recreation sector and their role within it.

It covers:

• Statutory responsibilities and rights of employees and employers

• Awareness of own occupational role and how it fits within the sector

• An understanding of the active leisure and learning industry and the employing organisation

• Career pathways

2.4   Entry requirements

These qualifications are available to anyone who is capable of reaching the required standards. It has been developed free from any barriers that restrict access or progression thereby promoting equal opportunities.

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

There are no formal requirements for entry to these qualifications.

2.5   Unique Learner Number (ULN)

It is an Ofqual requirement that Awarding Bodies must capture the Unique Learner Number (ULN) for all candidates who have claimed certification for these qualifications. Where a candidate has a ULN, you should enter their number in the ULN field of the entry form. 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 Diploma Aggregation Service. Further information about this can be found in the *Admin guide: Vocational Qualifications* (A850) available to down load from www.ocr.org.uk.

2.6   Progression opportunities

These qualifications provide candidates with the knowledge to equip them with an understanding of the sport, leisure and recreation sector and their role within it. This understanding will provide a useful basis for progression to competence based qualifications in the sector, such as OCR's Diplomas in Sport, Leisure and Recreation.

The OCR website at www.ocr.org.uk provides further details of progression opportunities.

2.7 Supporting OCR candidates

Centres should ensure that 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.

Centre staff should provide guidance to candidates on the assessment process and help candidates prepare for assessment. Full details on how the units are assessed are in sections 3 and 6 of this centre handbook.

2.8 Wider issues

These qualifications provide potential for centres to develop candidates' understanding of spiritual, moral, ethical, social and cultural issues and heighten candidates' awareness of environmental issues, health and safety considerations and European developments.

Spiritual, moral, ethical, social and cultural issues

Centre staff delivering a course that supports these qualifications would have opportunities to address spiritual, moral, ethical, social and cultural issues.

For example, candidates will need to understand responsibilities surrounding the disability and discrimination act and the reporting of bullying or issues of discrimination. They will also explore their responsibilities for providing personal information and the security and confidentiality of information.

Environmental issues, health and safety considerations and European developments

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

For example, candidates will have the opportunity to explore legislation around employment rights and responsibilities and health and safety issues for the organisation and their role.

2.9   Guided learning hours

Each unit in these qualifications have been allocated guided learning hours (glh) which indicate the approximate number of hours for teacher supervised or directed study time and assessment. Information on unit glh for units in these qualifications is given in section 6.

2.10 Funding

These qualifications are published at Level 2 and Level 3 in the Qualifications and Credit Framework and are eligible for funding under Section 96 and/or Skills Funding Agency. For funding information you should refer to the following websites:

http://www.dcsf.gov.uk/section96/

http://skillsfundingagency.bis.gov.uk/

2.11 Mode of delivery

OCR does not specify the mode of study or specify a time limit for the achievement of these qualifications other than the last entry date laid down by the regulatory authorities detailed in the qualification profiles.

Centres are free to deliver these qualifications using any mode of delivery that meets the needs of their candidates. Whatever mode of delivery is used, centres must ensure that candidates have appropriate access to the resources identified below.

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

2.12 Resources

OCR strongly advises that teaching and development of subject content and associated skills be referenced to real vocational situations, through the utilisation of appropriate work-based contact, vocationally experienced delivery personnel, and real life case studies.

Candidates should be encouraged to read around the subject and have an appropriate knowledge of the application of the appropriate legislation (e.g. Health and Safety).

In addition, each unit will contain guidance on the resources required. Staff conducting assessment must understand fully the requirements of the qualification. Centres should ensure that appropriate physical resources are made available to candidates.

Centres will need to provide appropriate assessment facilities for candidates that comply with the regulations laid down by OCR in the *Admin guide: Vocational Qualifications (*A850) and the *JCQ Instructions for Conducting Examinations,* available on the OCR website www.ocr.org.uk.

Centres will need to meet the above requirements when they seek centre approval from OCR.

2.13 Delivery in Wales and Northern Ireland

The specifications for these qualifications have only been approved by Ofqual for delivery in England/Wales/Northern Ireland during the life of the qualification.

The specifications for these qualification have been approved by the Department for Children, Education, Lifelong Learning and Skills (DCELLS) for use by centres in Wales and by the Council for the Curriculum Examinations and Assessment (CCEA) for use by centres in Northern Ireland.

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

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

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

2.14 Access arrangements and special consideration

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

It is important, therefore, that centres identify 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 the centre. Centre staff should consult the consult the Joint Council of Qualifications' (JCQ) booklet *Access Arrangements, Reasonable Adjustments and Special Consideration* www.jcq.org.uk.

This document should also be referred to for those candidates who may require a post examination adjustment, special consideration (to reflect temporary illness, indisposition or injury), at the time of the examination/assessment.

For further guidance on access arrangements and special consideration please refer to OCR's *Admin guide: Vocational Qualifications (*A850) on the OCR website www.ocr.org.uk.

2.15 Results enquiries and appeals

Please refer to the *Admin guide: Vocational Qualifications* (A850) which can be downloaded from the OCR website www.ocr.org.uk .

2.16 Centre malpractice guidance

It is the responsibility of the Head of Centre[*] to report (in writing) all cases of suspected malpractice involving centre staff or candidates, to the OCR Standards Division.

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

Further information is contained in the JCQ publication*: Suspected Malpractice in Examinations and Assessments* which is available from www.jcq.org.uk together with OCR's *Malpractice Procedures – A Guide for Centres*.

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

3 Assessment

Centre assessed and OCR verified

3.1 Assessment: How it works

In order for candidates to be able to effectively progress towards meeting the requirements of each assessment criterion, teachers/tutors must make sure that the supporting knowledge, understanding and skills requirements for each criterion are fully addressed. The identified knowledge, understanding and skills in the unit are not exhaustive and may be expanded upon or tailored to particular contexts to 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, through the utilisation of appropriate work-based contact, vocationally experienced delivery personnel, and real life case situations.

When assessors are satisfied that the candidate has met all of the requirements for a unit, they must confirm this by signing an evidence record sheet for that unit to show that the assessment process is complete.

3.2 Assessment: Key features

Key features of the assessment of these qualifications are:

- Candidates have to produce a portfolio of evidence that meets all the learning outcomes and assessment criteria in full

- Evidence can be generated in a variety of ways.   OCR has produced a workbook for each qualification that contains tasks, which, if completed to a satisfactory standard, will enable learners to meet the learning outcomes and assessment criteria in full. Centres do not have to use the OCR workbooks for the purposes of assessment, though, but can devise their own tasks, assignments or projects. Any centre-devised assignments, projects or tasks must be cross-referenced to the appropriate learning outcomes and assessment criteria to ensure that full coverage can be achieved. Evidence can also be generated through naturally occurring work-based activities.

- Evidence is assessed in the centre by occupationally competent and qualified centre assessors

- Assessment of knowledge based learning outcomes may take place in or outside of a real work environment

- Assessment is subject to internal quality assurance to ensure that all assessment is being carried out in a similar way and to an equivalent standard

- The centre's assessment is subject to external quality assurance

- Achievement at unit and qualification level is Pass or Fail

3.3   Initial assessment of candidates

It is important for centres to carry out some form of initial assessment that identifies what competence and knowledge a candidate already has and the gaps that they need to look at. This will help plan the assessment because it allows assessors to help candidates understand the best place to start collecting evidence. It will also identify units which candidates might have difficulty finishing.

3.4   Assessment planning

Assessors must take responsibility for assessment planning with candidates. This will involve agreeing a number of issues with candidates including:

*   finding the best source of evidence to use for particular units

*   finding the best way of assessing the candidate

*   confirming the best times, dates and places for the assessments to take place.

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

3.5   Making assessment decisions

In line with the Learning and Development standards, assessors should:

*   plan with the candidates

*   assess candidate performance, knowledge and understanding

*   look at the evidence

*   question and give feedback to the candidate working towards these qualifications.

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

Full details of the administration arrangements associated with this qualification are included in the *Admin guide: Vocational Qualifications* (A850) which can be downloaded from the OCR website www.ocr.org.uk.

3.6   Methods of assessment

It is the assessor's 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 to the needs of the candidate.

Valid

A valid assessment method is one that 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 also be compromised if a candidate does not understand what is required of them. For example, one valid method of assessing a candidate's knowledge and understanding is to question them. If the questions posed are difficult for the candidate to understand (not in terms of the content but the way they are phrased, for example), the validity of the assessment method is questionable.

As well as assessment methods being valid, the evidence presented must also be valid. For example, for Assessment Criterion 2.1 in Unit EA3-3 Understanding the employing organisation it would not be appropriate to explain what a business plan is but there needs to be a degree of evaluation of the importance of an organisation having a business plan and the implications of not having one.

Reliable

A reliable method of assessment will produce consistent results for different assessors on each assessment occasion. Internal verifiers must make sure that all assessors' decisions are consistent.

Safe and manageable

Assessors and internal verifiers must make sure that the assessment methods 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

OCR has tried to make sure that achievement of this qualification is free from constraints outside the requirements of the candidate's job role.

For candidates who have access requirements please see section 2.14 of this handbook.

If centre staff think that any aspect of this qualification unfairly restricts access and progression, they should talk to their OCR external verifier about this.

Examples of suitable assessment methods for this qualification are:

- **examining the evidence** by an assessor

- **questioning** the candidate or witness by an assessor

- **professional discussion**

- **inference of knowledge** from direct observation.

In some situations, the assessor can speak to the candidate to provide evidence of the candidate's performance and knowledge (see **Professional discussion**).

3.7 Examining the evidence

Only approved and qualified assessors (see **Assessor and internal verifier requirements**) may examine the evidence for the assessment of these qualifications.

Evidence can:

- reflect how the candidate carried out the process/activity

- be the product of a candidate's work

- be a product relating to the candidate's competence.

For example:

The process that the candidate carries out could be recorded in an observation or witness testimony. It is the assessor's responsibility to make sure that the evidence a candidate submits for assessment meets the requirements of the qualification.

The product of a candidate's work can, for example be a report, a presentation, written answers to questions.

After the assessor has examined the evidence, the assessor must record an assessment decision and the justification for the decision. The assessor should also give feedback to the candidate.

3.8 Questioning

Only approved and qualified assessors (see **Assessor and internal verifier requirements**) may question a candidate or witness for the assessment of these qualifications.

Questioning the candidate is normally an ongoing part of the assessment process, and 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 processes a candidate has gone through.

Assessors should ask open questions; that is questions where the candidate has to give an answer (other than 'yes' or 'no'). Assessors should also be careful to avoid complicated questions which may confuse the candidate.

It is important that assessors record assessment decisions after they have questioned the candidate. They must record enough information to justify the decisions they make. This does not mean that assessors must record, word for word, the questions put to the candidate and the answers the candidate gives. However, assessors must record enough information about what they asked and how the candidate replied to allow the assessment to be verified.

3.9 Professional discussion

Professional discussion is a structured, planned and in depth discussion recorded by the 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 assessor should guide the discussion by using open questioning, active listening and knowledge of the standards.

3.10 Performance evidence

Performance evidence provides proof of what a candidate can do. Sometimes, performance evidence can also provide evidence of what a candidate knows. Performance evidence can take the form of the following:

- products or outcomes of the candidate's work (for example, things that the candidate produced or worked on). The evidence presented for assessment may be the actual product or a record of the product

- if group work is used as evidence, the candidate's contribution must be identified clearly. Other products (for example, company policies) may have been reproduced by someone else but relate to the candidate and their competence

- proof of the way the candidate carried out their work (that is, the process they went through). An assessor's observation of a candidate or a witness' testimony both provides performance evidence and would be suitable for this qualification.

3.11 Where evidence comes from

Evidence may come from a number of different sources, for example:

- performance and knowledge evidence may come from a candidate carrying out workplace activities

- knowledge evidence may come from the candidate answering the assessor's questions.

3.12 Medium that can be used

Evidence can take many forms, for example, photographs, videos, audio tapes, CD-ROMs and paper-based or digitally formatted documents.

3.13 Amount of evidence needed

It is difficult to give detailed guidance regarding the amount of evidence needed as it depends on the type of evidence collected and the judgement of assessors.

The quality and breadth of evidence provided should determine whether an assessor is confident that a candidate is competent or not. Assessors must be convinced that candidates working on their own can work independently to the required standard.

3.14 Cumulative assessment record (CAR)

Templates for the recording documents to be used in a **cumulative assessment record (CAR) may be provided by OCR** or they may be designed by the centre and approved during the approval visit or by the OCR external verifier. The forms can be in any format but as a minimum they must contain the information identified in OCR's publication *Admin guide: Vocational Qualifications* (A850)**.**

Candidates must record, on the relevant documents, all the evidence presented for assessment. These records will also be used by the 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 the centre's internal quality assurance personnel and OCR external verifier for sampling purposes as part of the quality assurance process.

Examples of other forms and recording documents are provided to assist centres and candidates as they work towards these qualifications. Please see the OCR website at www.ocr.org.uk

3.15 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). OCR encourages the use of RPL and centres should advise their learners that they can bring forward any relevant learning (gained either informally or formally) so that, it can be assessed against the assessment criteria specified in the unit, or units, the learner aims to complete. It is important that centres make it clear to their learners that the RPL process is

concerned with how the learner has acquired the knowledge, understanding or skills, it does not mean the learner is exempt from the assessment.

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

3.16 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 the 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 centres ensure that candidates understand that work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources.

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

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. Any advice to individual candidates over and above that given to the class as a whole should be recorded.

3.17 Verification – how it works

Internal verification

It is the centre's responsibility to appoint an internal verifier to manage the internal verification process. The purpose of internal verification is to make sure and show that assessment is valid and consistent, through monitoring and sampling assessment decisions.

The role of the internal verifier is more fully explained in the *Administrative Guide to Vocational Qualifications* (A850).

External verification

OCR will allocate an external verifier who will visit the centre to verify assessments and internal verification.

External verifiers will want to interview candidates, assessors and internal verifiers during their visits. Assessment records and evidence for all candidates must also be available for verifiers to see if they ask to. It is the assessor's (and not the internal or external verifiers') responsibility to 'sign off' each unit of competence.

Centres should have the following available for each external verification visit:

- a list of candidates registered for these qualifications, together with their achievements to date plus certification records

- access to evidence (for example, up-to-date portfolios) and CARs

- access to OCR on-line claim system (Interchange)

- relevant assessors and selected candidates as requested by the external verifier (EV), including those whose certificates have been claimed through Direct Claims Status (DCS)

- all portfolios (access to evidence) relating to certificates claimed through DCS

- a copy of the external verifier's last visit report

- a sample signature list for all assessors and internal verifiers

- details of training and curriculum vitae for new members of the assessment team

- all **centre records** (see **Centre records – assessment and verification** for more details)

- evidence of achieving action points since the last external verifier visit

- notes of any action carried out due to particular points mentioned by an external verifier in any correspondence since their last visit

- recommendations to the external verifier

- if recorded evidence is used, ensure all recordings and appropriate playback equipment is available.

Centre records – assessment and verification

A centre must make sure that assessment and verification records are available for external verification purposes. Assessment and/or internal verification records must record the following minimum information:

- candidate's name and location

- the title and level of the qualification they are taking

- candidate's start date on the programme and confirmation of registration with OCR

- name of the assessor

- name of the internal verifier

- date and outcome of the initial assessment of the candidate

- dates and details of candidate reviews and feedback sessions

- 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 assessment to justify the decision made

- an indication of the use of simulation, if used

- dates and outcomes of internal verification

- action resulting from internal verification

- certification.

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

4 Assessor and Internal Verifier Requirements

4.1 Assessment Centre Requirements

The Assessment Centre must:

- Ensure that there are a sufficient number of people either trained or qualified to assess the number of candidates they anticipate to register

- Ensure that there are a sufficient number of people either trained or qualified to internally verify for the number of candidates and assessors

- Put verification systems and internal verifiers in place to ensure that all assessments are valid, reliable, authentic and sufficient and provide quality assured training for those people identified as being responsible for verification

- Ensure that there is a system of standardisation in place to ensure that all assessments are consistent and fair

- Ensure that those undertaking the roles of verification and assessment maintain their skills, knowledge and understanding regarding assessment and verification and the associated qualification.

The occupational expertise of those undertaking the roles of assessment and internal verification is one of the key factors underpinning valid, fair and reliable assessment. The integrity of assessments and verifications is of paramount importance. Centres must ensure that there is sufficient time to conduct effective assessment and internal verification.

4.2 Assessors

Assessment is an activity that can be performed by a dedicated individual or as part of an individual's wider role e.g. Supervisor, manager, tutor. All assessors must:

- Be qualified as an assessor (A1). Assessor training authorised and monitored by OCR (although not necessarily leading to A1) would also be acceptable. Where centres use trained assessors they must provide evidence of the training undertaken to OCR.

- Have the role of assessor identified within their role profile, where assessment forms part of an individual's role.

- be occupationally competent in the unit they are assessing. This means that each assessor must, according to current sector practice, be competent in the functions covered by the units

they are assessing. They will have gained their occupational competence working within the active leisure sector or within an appropriate occupational sector. They are not required to occupy a position in the organisation more senior than that of the candidate they are assessing. Centres must be alert to the risks that all such arrangements could present and ensure that sufficient quality controls are in place through the internal verification process to minimise the possibility of collusion between candidates and assessors. Assessors must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the units they are assessing as a practitioner, trainer or manager.

- be familiar with the units that relate to the qualification and must be able to interpret and make judgements on current working practices and technologies within the area of work.

- maintain their occupational competence by either actively engaging in continuous professional development activities or by performing the operational role as part of their regular responsibilities in order to keep up to date with developments relating to the changes taking place in the active leisure sector.

4.3   Internal verifiers

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

- be either qualified as a verifier (v1) or have been trained to perform the function of verification. A programme authorised and monitored by OCR (although not necessarily leading to V1) is also acceptable. Where centres use trained verifiers, they must provide evidence of the training undertaken to OCR.

- Be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Internal verifiers must understand the nature and context of the assessors' work and that of their candidates. IVs must also sample the assessment process and resolve differences and conflicts on assessment decisions.

- Ensure that assessment has been carried out by persons who are occupationally competent within the area they are assessing.

- Maintain their occupational knowledge by actively engaging in continuous professional development activities in order to keep up to date with developments relating to the changes taking place in the active leisure sector.

- Have an appropriate induction to the qualifications and the standards that they are verifying provided to them by the centre, and have access to ongoing training and updating on current issues relevant to these qualifications. Information on the induction and continuing professional development of internal verifiers must be made available to the external verifier.

5 Certification

Candidates who achieve the full qualifications will receive:

- a certificate listing the unit achieved with their related credit value, and

- a certificate giving the full qualification title

OCR Level 2 Award in Employment Awareness in Active Leisure and Learning

or

OCR Level 3 Award in Employment Awareness in Active Leisure and Learning

Candidates achieving 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.

5.1 Claiming certificates

Certificates will be issued directly to the centre for successful candidates. In order to ensure that these are automatically issued centres 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* (A850) for full details.

5.2 Replacement certificates

If a replacement certificate is required a request must be made to the OCR Operations Division on 024 76 470033, or in writing to the Coventry office, and an application form with further instructions will be sent. A charge will be made for a replacement certificate.

6   Qualification Structure and Units

6.1   Qualification structure

Candidates do not have to achieve units in any particular order and teachers/tutors should tailor learning programmes to meet individual candidate needs. It is recommended that, wherever possible, centres adopt a holistic approach to the delivery of these qualifications and identify opportunities to link the units across qualifications and levels.

If a candidate is not able to complete the full qualifications, their achievements will be recognised through the issue of a unit certificate listing the units achieved.

OCR Level 2 Award in Employment Awareness in Active Leisure and Learning

(Qualification Accreditation Number 600/2422/7)

To achieve this qualification, candidates must achieve a total of 6 credits from the following 3 mandatory units:

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
1	EA2-1	Understanding employment rights and responsibilities	J/600/0840	2	2	15
2	EA2-3	Understanding the employing organisation	D/600/1735	2	2	15
3	EA2-2	Understanding the active leisure and learning sector	Y/600/1734	2	2	15

OCR Level 3 Award in Employment Awareness in Active Leisure and Learning

(Qualification Accreditation Number 600/2423/9)

To achieve this qualification, candidates must achieve a total of 8 credits from the following 3 mandatory units:

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
1	EA2-1	Understanding employment rights and responsibilities	J/600/0840	2	2	15
2	EA3-3	Understanding the employing organisation	R/600/1764	3	3	23
3	EA3-2	Understanding the active leisure and learning sector	F/600/1758	3	3	23

6.2   Unit format

The format of OCR's units is detailed below.

Unit title

This is a summary of the content of the unit.

OCR Unit number

This is the unit number allocated by OCR.

Unit reference number

This is reference number allocated to the unit in the Register of Regulated Qualifications.

Level

This is the QCF level of the unit.

Credit value

This advises how many credits the candidate will achieve for successful achievement of the unit.

Guided learning hours (glh)

This specifies the amount of time that the average candidate would be expected to take to complete all requirements of the unit.

Unit purpose and aim

This section specifies the overall purpose and aim of the unit.

Learning outcomes

These set out what the candidate is expected to know, understand or be able to do as a result of the learning process.

Assessment criteria

These detail the requirements that the candidate will be assessed against in order to evidence the learning outcomes.

Knowledge, understanding and skills

This section is additional information to help candidates meet the requirements of the assessment criteria.

Assessment

This section details how the assessment criteria will be assessed.

Evidence requirements

These provide specific detail to amplify the knowledge or understanding required to meet the assessment criteria.

Guidance on assessment and evidence requirements

This provides guidance on how the assessment could be carried out and how the evidence requirements could be met.

Functional skills signposting

This section provides signposting to functional skills.

Resources

This section contains details of any specific resources that must be available to the candidate or suggested resource material that will support learning.

Additional information

This section contains further information such as sector support and unit classification.

6.3   Units

The units can be downloaded from the OCR website www.ocr.org.uk.

7   Administration Arrangements

This section provides an overview of the administration arrangements operating for this qualification. Please refer to the *Admin guide: Vocational Qualifications* (A850) for further information.

7.1   Overview of full process

For detailed information on these qualifications centres must refer to OCR's Admin guide: Vocational Qualifications (A850).

The following flow chart provides a brief summary of how these qualifications are delivered.

Administration flowchart for verification

Apply for centre approval
Complete the approval form

↓

Make entries
Via Interchange or EDI

↓

Schedule Verifier visits
Your verifier contacts you: you are entitled to two free visits per academic year

↓

Assess and standardise
Before the verifier visit

↓

Submit claim via Interchange
Let your verifier know which candidates are ready to be verified

↓

Prepare sample
Your Verifier will tell you which candidates' work will be verified

↓

Verifier visit takes place
The Verifier confirms assessment decisions, provides feedback, advice and guidance

↓

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

8 Supporting Documentation

8.1 OCR Recording documentation

Evidence Checklist

An Evidence Checklist is available for each of the units. It is the vehicle for linking evidence to the 'learning outcomes and 'assessment criteria'. The completed Evidence Checklist must be signed by the tutor/assessor and candidate.

Witness Statement form

The purpose of this sheet is to capture statements from witnesses observing a candidate carrying out an activity. This sheet, when completed, will form part of a candidate's evidence. The witness statement is a blank, generic form that may be adapted for any unit.

Copies of all the above forms can be downloaded from the web pages for these qualifications on OCR's website at www.ocr.org.uk

8.2 Workbooks

OCR has developed a workbook for each qualification which centres may use for formative assessment of candidates. The workbooks can be found on the web pages for these qualifications on OCR's website.

9   Guidance for Candidates

9.1   What are the OCR Level 2 and 3 Award in employment awareness in Active Leisure and Learning?

These qualifications provide the knowledge to equip learners with an understanding of employment rights and responsibilities; and the sport, leisure and recreation sector and their role within it.

It covers:

•   Statutory responsibilities and rights of employees and employers

•   Awareness of own occupational role and how it fits within the sector

•   An understanding of the active leisure and learning industry and the employing organisation

•   Career pathways

9.2   What do I have to do to achieve these qualifications?

OCR Level 2 Award in Employment Awareness in Active Leisure and Learning

(Qualification Accreditation Number 600/2422/7)

To achieve this qualification, you must achieve a total of 6 credits from the following 3 mandatory units:

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
1	EA2-1	Understanding employment rights and responsibilities	J/600/0840	2	2	15
2	EA2-3	Understanding the employing organisation	D/600/1735	2	2	15
3	EA2-2	Understanding the active leisure and learning sector	Y/600/1734	2	2	15

OCR Level 3 Award in Employment Awareness in Active Leisure and Learning

(Qualification Accreditation Number 600/2423/9)

To achieve this qualification, you must achieve a total of 8 credits from the following 3 mandatory units:

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
1	EA2-1	Understanding employment rights and responsibilities	J/600/0840	2	2	15
2	EA3-3	Understanding the employing organisation	R/600/1764	3	3	23
3	EA3-2	Understanding the active leisure and learning sector	F/600/1758	3	3	23

9.3 How do I know that these qualifications are right for me?

The qualifications are offered in England, Wales and Northern Ireland and are available to learners aged 16 and over. It is anticipated that learners will take the awards as part of the apprenticeship framework in the sport, leisure and recreation sector, but the qualifications will also have a wider use for any worker in the sector.

9.4 How are the units assessed?

You have to provide a portfolio of evidence that meets the requirements of the learning outcomes and assessment criteria in full. The evidence will be assessed in the centre and externally verified by OCR External Verifiers.

9.5 Can my work for this qualification prepare me for my Functional Skills?

The work that you do for this qualification may help to prepare you for the functional skills assessment. The unit specification contains indicators where you may have an opportunity to develop your functional skills.

OCR wishes you every success in your achievement of this qualification.

10 Mapping and Signposting

10.1 Functional skills signposting

Training provided for this qualification may help to prepare candidates for the functional skills assessment. It is likely however that further training would be needed to fully prepare candidates for functional skills assessment.

The unit contains details of the signposting to functional skills.

11 Further Support and Information

11.1 Enquiries

For enquiries relating to any of OCR's vocational qualifications, please contact the OCR Customer Contact Centre on:

Telephone: 024 76 851509
Fax: 024 76 851633
Email: vocational.qualifications@ocr.org.uk

Alternatively, you could visit OCR's website at www.ocr.org.uk for further information on OCR qualifications.

11.2 Results enquiries

For information about result enquiries please refer to the OCR website at www.ocr.org.uk.

11.3 Customer feedback

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

The OCR Qualification Manager
Sport and Recreation qualifications
Qualifications and Curriculum Division
OCR
Coventry Office
Westwood Way
Coventry
CV4 8JQ

11.4 OCR Training Events

Information on OCR's training events for centres can be found on the OCR website by going to www.ocr.org.uk, or by contacting:

OCR Training
Customer Support Division

Progress House
Westwood Way
Coventry CV4 8JQ

Telephone: 02476 496 398
Fax: 02476 496 399
Email: training@ocr.org.uk

11.5 OCR Publications

The OCR Publications Service offers support to OCR customers, centres, parents and candidates. It offers a wide range of up-to-date materials for sale which relate to our key qualifications. These materials include specifications, past papers, mark schemes and a range of support materials.

The OCR Publications Catalogue holds the full list of materials currently available to order. To obtain a copy of this and to order publications, please go to http://publications.ocr.org.uk or call our dedicated order line on 0870 770 6622.

Orders can also be emailed to publications@ocr.org.uk or posted to the address on the order form printed in the OCR Publications Catalogue.

OCR Support Materials prepare extra resources to help you deliver our qualifications. These support materials can be ordered from OCR Publications and more information about the materials can be obtained from support.materials@ocr.org.uk.

11.6 Documents related to this qualification

OCR's *Admin guide: Vocational Qualifications* (A850)

JCQ publications:

- *Access Arrangements, Reasonable Adjustments and Special Consideration;*

- *Instructions for Conducting Examinations;*

- *Suspected Malpractice in Examinations and Assessments*

12 Glossary

Analyse	to examine in detail in order to discover meaning, essential features, etc
Apply	to devote oneself with diligence to bring into operation or use to put to practical use; utilise; employ
Assess	to judge the worth, importance, etc, of; evaluate
Calculate	to solve (one or more problems) by a mathematical procedure; compute
Carry out	to perform or cause to be implemented
Chart	to plot or outline the course of to make a detailed plan of to make a chart of
Classify	to arrange or order by classes; categorise
Collect	to gather together or be gathered together
Communicate	to impart (knowledge) or exchange (thoughts, feelings, or ideas) by speech, writing, gestures, etc
Compare	to regard or represent as analogous or similar; liken
Compile	to make or compose from other materials or sources
Complete	to make whole or perfect to end; finish
Conduct	to do or carry out
Contrast	to distinguish by comparison of unlike or opposite qualities
Contribute	to give (support, money, etc) for a common purpose or fund to supply (ideas, opinions, etc) as part of a debate or discussion
Cook	to prepare (food) by the action of heat, as by boiling, baking, etc, or (of food) to become ready for eating through such a process
Define	to state precisely the meaning of (words, terms, etc)
Deliver	to carry (goods, etc) to a destination, esp. to carry and distribute (goods, mail, etc) to several places to hand over, transfer, or surrender to produce or perform something promised or expected
Demonstrate	to show, manifest, or prove, esp. by reasoning, evidence, etc
Describe	to give an account or representation of in words
Design	to work out the structure or form of (something)
Detail	to list or relate fully to include all or most particulars
Develop	to come or bring to a later or more advanced or expanded stage; grow or cause to grow gradually
Devise	to work out, contrive, or plan (something) in one's mind
Discuss	to have a conversation about; consider by talking over; debate to treat (a subject) in speech or writing
Estimate	to form an approximate idea of (distance, size, cost, etc); calculate roughly; gauge

Evaluate	to ascertain or set the amount or value of
	to judge or assess the worth of; appraise
Examine	to look at, inspect, or scrutinise carefully, or in detail; investigate
Explain	to make (something) comprehensible, esp. by giving a clear and detailed account of the relevant structure, operation, surrounding circumstances, etc
Explore	to examine or investigate, esp. systematically
Generate	to produce or bring into being; create
Give	to present or deliver voluntarily (something that is one's own) to the permanent possession of another or others
	to impart or communicate
Identify	to prove or recognise as being a certain person or thing; determine the identity of
Illustrate	to clarify or explain by use of examples, analogy, etc
Implement	to carry out; put into action; perform
Interact	to act on or in close relation with each other
Interpret	to clarify or explain the meaning of; elucidate
Investigate	to inquire into (a situation or problem) thoroughly; examine systematically, especially in order to discover the truth
Justify	to prove or see to be just or valid; vindicate
	to show to be reasonable; warrant or substantiate
Keep	to have or retain possession of
Lead	to show the way to (an individual or a group) by going with or ahead
	to guide or be guided by holding, pulling, etc
	to phrase a question to (a witness) that tends to suggest the desired answer
Measure	to determine the size, amount, etc, of by measurement
Monitor	to observe or record (the activity or performance) of (an engine or other device)
Organise	to form (parts or elements of something) into a structured whole; co ordinate
Outline	to give the main features or general idea of
Participate	to take part, be or become actively involved, or share (in)
Perform	to carry out or do (an action)
Plan	to have in mind as a purpose
	to make a plan of (a building)
Prepare	to make ready or suitable in advance for a particular purpose or for some use, event etc
	to put together using parts or ingredients; compose or construct
	to equip or outfit
Present	to show, exhibit
	to put forward; submit
	to bring or suggest to the mind
Produce	to bring (something) into existence; yield
	to bring forth (a product) by physical or mental effort; make
Profile	to draw, write or make a profile of
Promote	to further or encourage the progress or existence of
	to raise to a higher rank, status degree etc

	to urge the adoption of; work for
	to encourage the sale of (a product) by advertising or securing financial support
Propose	**to put forward (a plan, motion, etc) for consideration or action**
Provide	to put at the disposal of; furnish or supply
Recognise	to perceive (a person, creature, or thing) to be the same as or belong to the same class as something previously seen or known; know again
Recommend	to advise as the best course or choice; counsel
Research	to carry out investigations into (a subject, problem etc)
Review	to look at or examine again
	to look back upon
Select	to choose (someone or something) in preference to another or others
Serve	to render or be of service to (a person, cause, etc); help
	to distribute or provide
Show	to make, be, or become visible or noticeable
	to indicate or explain; prove
Suggest	to put forward (a plan, idea, etc) for consideration
Summarise	to make or be a summary of; express concisely
Understand	to know and comprehend the nature or meaning of
Undertake	to contract to or commit oneself to (something) or to do (something)
Use	to put into service or action; employ for a given purpose