

Preparing to Work with Children and Young People

Level 3 Certificate (01788)

Level 3 Diploma (01789)

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1 Introduction

This centre handbook provides information for centre staff involved in the planning, delivery and assessment of the following qualifications which have been accredited onto the Qualifications and Credit Framework (QCF).

OCR Level 3 Certificate in Preparing to Work with Children and Young People

OCR Level 3 Diploma in Preparing to Work with Children and Young People

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 this qualification have access to this document.

1.1 The OCR Preparing to Work with Children and Young People suite of qualifications

The OCR Preparing to Work with Children and Young People suite of qualifications provides candidates with high quality, nationally recognised qualifications. They are vocationally-related, credit-based qualifications that provide valuable opportunities for individuals to develop skills, gain underpinning knowledge and understanding and provide progression to employment, qualifications in further education or higher education. They support achievement in Functional Skills and relate to national occupational standards (NOS).

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 have been accredited onto the Qualifications and Credit Framework (QCF). They are endorsed by the Diploma Development Partnership, which comprises SkillsActive, Skills for Care, Skills for Health and Skills for Justice. They may be used to contribute towards Additional and Specialist Learning within the Diploma.

1.2 Administration arrangements for this qualification

A separate publication, the *Admin guide: Vocational Qualifications (A850)*, provides details of the administration arrangements for this qualification. 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 this qualification. If centre staff have any queries about this qualification 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 webpages for this qualification.

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 this qualification. The latest version of this handbook is available to download from the OCR website.

2 General information

2.1 Qualification profiles

Title	OCR Level 3 Certificate in Preparing to Work with Children and Young People			
OCR code	01788			
QAN	501/0706/9 (Qualification Accreditation Number)			
Level	This qualification has been accredited on to the Qualifications and Credit Framework (QCF) at Level 3			
Qualification structure	The credit required for this qualification is 21. To achieve this qualification, candidates must complete a total of 21 credits from one mandatory unit (nine credits) and a minimum of two optional units (minimum 12 credits).			
Age group approved	Pre-16	16-18	18+	19+
		✓	✓	✓
This qualification is suitable for	<ul style="list-style-type: none"> • Candidates studying in preparation for employment in the Children and Young People's sector • Candidates wishing to gain a Level 3 qualification to support further study in Further Education (FE) and Higher Education (HE) in the Children and Young People's or Society, Health and Development sectors • Candidates wishing to gain a Level 3 qualification to support further study in FE or Higher Education (HE) in any other sector or subject area • Candidates wishing to use it as Additional and Specialist Learning within the Diploma 			
Entry requirements	There are no formal entry requirements for this qualification.			
Assessment	<p>This qualification is pass/fail.</p> <p>This qualification is internally assessed by centre staff (eg teachers/tutors, support workers, carers, assessors) and externally moderated by OCR.</p> <p>Sample Assessment Materials are provided by OCR but can be contextualised by the centre to suit their candidates.</p>			
Funding	<p>For details on eligibility for public funding please refer to the following websites:</p> <p>http://www.dcsf.gov.uk/section96/</p> <p>http://skillsfundingagency.bis.gov.uk/</p>			
Performance figures	For information on this qualification's contribution to performance measurement please see the Ofqual's National Database of Accredited Qualifications (NDAQ): http://www.accreditedqualifications.org.uk			
Last entry date*	31/08/2015			
Last certification	31/08/2016			

date*	
Title	OCR Level 3 Diploma in Preparing to Work with Children and Young People
OCR code	01789
QAN	501/0821/9 (Qualification Accreditation Number)
Level	This qualification has been accredited on to the Qualifications and Credit Framework (QCF) at Level 3
Qualification structure	The credit required for this qualification is 39. To achieve this qualification, candidates must complete a total of 39 credits from one mandatory unit (nine credits) and a minimum of four optional units (minimum 30 credits).
Age group approved	Pre-16
This qualification is suitable for	<ul style="list-style-type: none"> • Candidates studying in preparation for employment in the Children and Young People's sector • Candidates wishing to gain a Level 3 qualification to support further study in Further Education (FE) and Higher Education (HE) in the Children and Young People's or Society, Health and Development sectors • Candidates wishing to gain a Level 3 qualification to support further study in FE or Higher Education (HE) in any other sector or subject area
Entry requirements	There are no formal entry requirements for this qualification.
Assessment	This qualification is pass/fail. This qualification is internally assessed by centre staff (eg teachers/tutors, support workers, carers, assessors) and externally moderated by OCR. Sample Assessment Materials are provided by OCR but can be contextualised by the centre to suit their candidates.
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/
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Last entry date*	31/08/2015
Last certification date*	31/08/2016

*OCR will inform centres of changes to these dates. Please refer to our website www.ocr.org.uk for current dates. All centre records must be updated accordingly.

2.2 Target market

These qualifications are suitable for those who wish to use them as specialist learning towards a Society, Health and Development Advanced Diploma. These qualifications are also suitable for those wishing to gain knowledge, understanding and skills in, or progress to, higher or further education or employment in the field of the Children and Young People.

2.3 Qualification aims

The OCR Level 3 Preparing to Work with Children and Young People (QCF) qualifications are designed to encourage learners to:

- develop a broad understanding and knowledge about the Children and Young People's Workforce
- develop the skills and attributes related to the sector
- draw out and articulate lessons learnt (both generalised and specific)
- plan, review and reflect on their experience
- provide specialist learning for the Advanced Diploma in Society, Health and Development.

2.4 Entry requirements

These qualifications are available to anyone who is capable of reaching the required standards. They have 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 qualification 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 this qualification.

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 OCR Level 3 Certificate in Preparing to Work with Children and Young People or OCR Level 3 Diploma in Preparing to Work with Children and Young People. 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 download from www.ocr.org.uk.

2.6 Progression opportunities

These qualifications have been designed to encourage progression to:

- Employment at trainee level (eg training to become a nursery nurse) and/or undertaking a related occupational qualification at a level appropriate to their job role.
- Additional Level 3 qualifications part-time or full-time in further education (eg OCR Level 3 National Certificate in Health, Social Care and Early Years, GCE Health and Social Care)
- Foundation/Honours Degrees.

2.7 Supporting OCR candidates

Centres should ensure that candidates are informed of the title and level of the qualifications 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:

In Unit 1, candidates consider difficult and challenging behaviour, how children and young people's development can be affected by the behaviour of adults and how services can promote their positive development. In Unit 2, candidates analyse how play supports learning and development. In Unit 3, candidates examine the behavioural changes that children and young people may exhibit during transitions. In Unit 4, candidates analyse how culture and religion can influence the diet and campaigns targeting diet and nutrition. In Unit 5, candidates consider society's attitude to children

and young people, the importance of accessible and inclusive play and the ways in which children with disabilities and additional needs can participate fully in play. In Unit 6, candidates identify ethical and confidentiality issues in relation to the rights of children and young people.

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.

In Unit 2, candidates explain the legal framework and guidelines for safety in early years settings. In Unit 4, candidates analyse EU guidance on healthy eating and the legal framework for food safety and hygiene. In Unit 5, candidates identify the legislation and guidelines for safety in play settings.

2.9 Guided learning hours

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

2.10 Funding

these qualifications are accredited at Level 3 of the Qualifications and Credit Framework and are eligible for funding under Section 96 and/or Skills Funding Agency. For details on eligibility for public funding please 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 expiry dates for entry and certification 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 (eg Health and Safety).

In addition, each unit will contain guidance on the resources required. Staff conducting assessment must understand fully the requirements of this 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 specification for these qualifications have only been approved by Ofqual for delivery in England, Wales and Northern Ireland during the life of the qualification.

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, including in the external assessment, 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 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*.

* 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

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.

If a candidate fails the assessment for a unit, they may be entered again. There is no restriction, other than the life of the qualification, on the number of times a candidate may enter for a unit/examination. Unit fees are available for this purpose. The OCR Fees List provides details of all fees applicable to these units/qualifications.

Centre assessed and OCR moderated units

All units are centre-assessed and externally moderated by OCR. OCR has produced model assignments for use by centres. These may be tailored by Centres, but must enable candidates to meet all of the assessment criteria in these units. To help centres with this, OCR has produced specific assessment requirements which can be found within each unit.

Key features of the assessment for this qualification are:

- Assessment of all units is by OCR or Centre set assignments
- The modes of assessment and time permitted for the assessments used are based on the requirements laid down in the units.
- Achievement at unit level is Pass or Fail.

Assessment of these qualifications will be conducted in accordance with the appropriate codes of practice approved and published by the regulatory authorities.

When candidates complete an assignment/activity, the centre assessor (usually the teacher/tutor) assesses their work. Centres will need to identify staff who will act as assessors. Assessors will need to have experience in making judgments about candidates' progress.

Assessors must:

- judge candidate work against the standard identified to meet the assessment criterion
- identify valid and sufficient evidence
- identify gaps in evidence
- give feedback to candidates
- liaise with other assessors in the centre to ensure standards are consistent
- verify candidate achievement by completing and signing OCR documentation (eg Witness Statement Forms, Candidate Evidence Sheets, Evidence Checklists)
- maintain records of candidates' achievements.

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.

Internal standardisation

Internal standardisation is an important part of the local assessment process. Centres are required to demonstrate that a system is in place which ensures that all assessment is being carried out in a similar way and to an equivalent standard across all teachers/tutors acting as assessors. OCR will require evidence of this process. Centres are required to keep evidence of standardisation and records of any decisions/issues for a minimum of one year.

In order to maintain a consistent approach to internal standardisation, a centre co-ordinator should be nominated. The centre co-ordinator will be responsible for:

- maintaining a list of current assessors
- ensuring that all current assessors are working to the same standard
- arranging regular meetings
- ensuring cross-moderation of work between assessors
- maintaining records of the outcome of cross-moderation activities
- regularly sampling the assessment of all assessors and documenting the outcome
- advising assessors of any discrepancies in assessment and suggesting ways in which assessment may be brought into line with the work of other assessors
- completing the relevant centre standardisation document.

External moderation

External moderation ensures centres' internal assessments meet the national requirements of these qualification(s).

OCR Examiner-moderators are allocated by OCR to moderate centre assessment decisions.

OCR requires centres to submit only the appropriate documentation for specific units for moderation. OCR does not require centres to submit for moderation additional evidence produced by the candidate in the course of an activity. OCR, however, anticipates that centres will wish to create programmes of learning for candidates towards the completion of these units that will generate additional items of evidence. Centres are free to do this, but OCR does not require these items for accreditation of unit achievement.

Teachers/tutors must check that each criterion has been successfully met by the candidate before work is signed and sent for external moderation.

Centres must use candidates' Submission Cover Sheet to send to their OCR Examiner-moderator only those items required as evidence for the unit concerned.

External moderation of a centre's assessment decisions is achieved through systematic sampling. The assessment decisions of each assessor submitting work will be sampled. The outcomes of moderation will apply to all work submitted in each batch for moderation. No substitution of candidates' work will be allowed unless prior agreement of the OCR Examiner-moderator has been obtained.

The Examiner-moderator will complete a Centre Feedback Report Form (eNQF6) for the batch. If the centre assessment is satisfactory, arrangements will be made for certification.

If an Examiner-moderator disagrees with an assessor's assessment decision; the claims for all candidates from that assessor will be rejected. The Examiner-moderator will record the information on the Centre Feedback Report Form (eNQF6).

Examiner-moderators are not empowered to enter into direct contact with centres. In no circumstances must centres attempt to contact their Examiner-moderator in any way other than through posting candidate work to the address provided to them by OCR. Any queries concerning the units or assessment must be directed to OCR, Coventry.

3.1 Initial assessment of candidates

It is important for centres to carry out some form of initial assessment that identifies what 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.

3.2 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.

3.3 Making assessment decisions

It is not necessary for candidates to meet all the criteria every time they carry out an activity but **it is necessary that all candidates produce their own evidence to meet all assessment criteria.**

In line with the Learning and Development standard A1, 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.

They should also be satisfied that the candidate has demonstrated that they have met all the assessment criteria.

All criteria must be completed before the work is submitted for moderation.

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.

3.4 Examining the evidence

Only suitably qualified and experienced assessors (see Assessor Requirements, sec 4) may examine the evidence for the assessment of these qualifications.

Evidence can:

- reflect how the candidate carried out the process
- be the product of a candidate's work

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 could be Powerpoint presentations, case studies, videos, assessor written records, fact sheets, written reports, interview transcripts, etc.

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.

3.5 Observation

Only suitably qualified and experienced assessors (see Assessor Requirements, sec 4) may carry out observations for the assessment of this qualification.

The assessor and candidate should plan observations together but it is the assessor's responsibility to record the observation properly.

After the observation has taken place, the assessor needs to record an assessment decision and the justification for the decision. The assessor should also give feedback to the candidate.

3.6 Questioning

Only suitably qualified and experienced assessors (see Assessor Requirements, sec 4) 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 come to an assessment decision.

Questioning witnesses is normally an ongoing part of validating written witness statements. However, questioning witnesses should not just be used for this purpose. Assessors should be able to speak to witnesses and record, in whatever way is suitable, the verbal statements of these witnesses. A record of verbal statement is a form of witness statement and could provide valuable evidence to confirm a candidate's competence over a period of time.

3.7 Witness testimonies

Witness testimonies can be used as evidence of a candidate's performance. Such testimonies could be made verbally to the assessor or could be written in a short note.

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

- the candidate's name
- the date, time and venue of the activity carried out
- a description of the activities performed by the candidate
- the date of writing the testimony
- a description of the witness' relationship to the candidate
- their signature and job title
- their contact details (such as telephone number).

It is not appropriate for witness testimonies to contain a list of the skills to which it relates. Witnesses must direct the information in their testimonies to describing what the candidate did. The assessor will then judge whether the candidate's activities met the assessment criteria. It is not acceptable for candidates to produce written witness testimonies for witnesses to sign, to support a qualification they are working towards.

3.8 Personal statements

This is a candidate's own account of what they did, backed up by reference to evidence or witnesses. Candidates can also produce logs or diaries, reflective accounts, but someone who can authenticate them as a true account of what took place must countersign these.

3.9 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 workplace activities (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.

3.10 Where evidence comes from

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

- performance evidence may come from a candidate carrying out workplace activities
- knowledge evidence may come from a candidate carrying out workplace activities or from the candidate answering the assessor's questions.

3.11 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.

3.12 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.

For a candidate to be judged to have met the assessment criteria in a unit, the evidence presented must satisfy all the assessment requirements and assessment criteria.

The quality and breadth of evidence provided should determine whether an assessor is confident that a candidate has met the assessment criteria. Assessors must be convinced that candidates working on their own can work independently to the required standard.

4 Assessor 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 is a system of standardisation in place to ensure that all assessments are consistent and fair
- Ensure that those undertaking the role of assessment maintain their skills, knowledge and understanding regarding assessment 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.

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) **or** have qualified teacher status. Assessor training authorised and monitored by OCR (although not necessarily leading to A1) would also be acceptable.
- have the role of assessor identified within their role profile, where assessment forms part of an individual's role
- 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

5 Certification

Candidates who achieve the full qualification will receive:

- a certificate listing the unit achieved with their related credit value, and
- a certificate giving the full qualification title

OCR Level 3 Certificate in Preparing to Work with Children and Young People

or

OCR Level 3 Diploma in Preparing to Work with Children and Young People

Candidates achieving one or more units but who do not meet the credit requirements for a full certificate 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 this qualification and identify opportunities to link the units.

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

OCR Level 3 Certificate in preparing to Work with Children and Young People

(Qualification Accreditation Number 501/0706/9)

To achieve this qualification, candidates must achieve a total of 21 credits made up as follows:

Nine credits from the one mandatory unit (Unit 1).

A minimum of 12 credits (two units) from the optional group.

The following table contains the groups of mandatory and optional units.

Mandatory Group

OCR Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
1	Understanding the learning and development of children and young people	D/601/3285	9	3	60

Optional Units

(At least 12 credits (two units) from this group)

OCR Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
2	Understanding how to promote play and learning in the early years	F/601/3280	9	3	60
3	Understanding the impact of	J/601/3281	6	3	40

OCR Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
	transitional processes on children and young people				
4	Understanding the principles of nutrition and health	L/601/3282	6	3	40
5	Understanding the essential role of play in children and young people's personal development	R/601/3283	9	3	60
6	Understanding children's rights	Y/601/3284	9	3	60

OCR Level 3 Diploma in preparing to Work with Children and Young People

(Qualification Accreditation Number 501/0821/9)

To achieve this qualification, candidates must achieve a total of 39 credits made up as follows:

Nine credits from the one mandatory unit (Unit 1).

A minimum of 30 credits (four units) from the optional group.

The following table contains the groups of mandatory and optional units.

Mandatory Group

OCR Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
1	Understanding the learning and development of children and young people	D/601/3285	9	3	60

Optional Units

(At least 30 credits (four units) from this group)

OCR Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
2	Understanding how to promote play and learning in the early years	F/601/3280	9	3	60
3	Understanding the impact of transitional processes on children and young people	J/601/3281	6	3	40
4	Understanding the principles of nutrition and health	L/601/3282	6	3	40
5	Understanding the essential role of play in children and young people's personal development	R/601/3283	9	3	60
6	Understanding children's rights	Y/601/3284	9	3	60

6.2 Unit format

The format of OCR's units is detailed below.

A unit title

This is a summary of the content of the unit.

Level

This advises the QCF level on which the unit is accredited.

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 details the underpinning knowledge, understanding and skills which candidates will need in order to be able to undertake the assessment for the unit and to 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.

National Occupational Standards (NOS) mapping

This section provides mapping to the relevant National Occupational Standards.

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.

6.3 Units

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

7 Administration arrangements

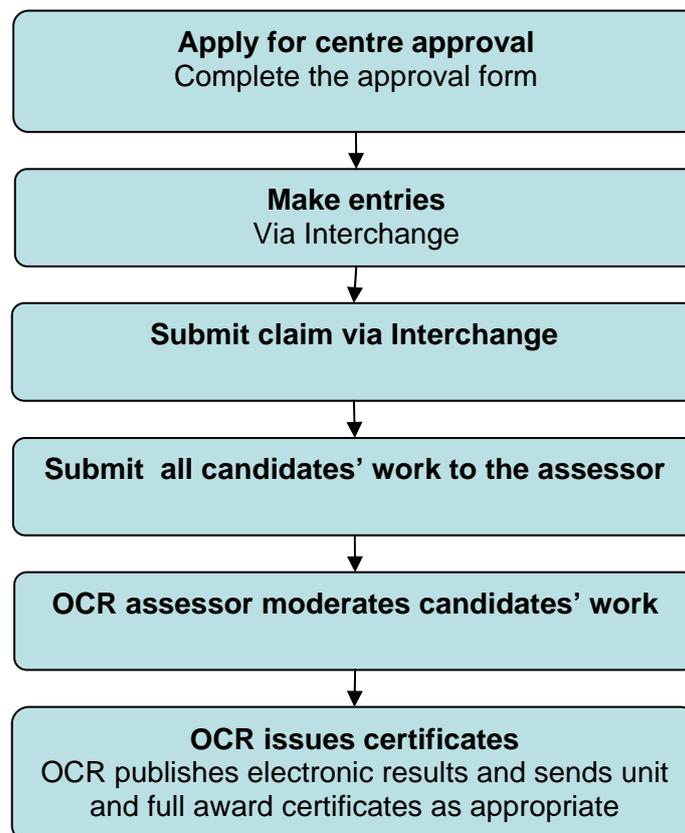
This section provides an overview of the administration arrangements operating for this qualification. Please refer to the *Admin guide: Vocational Qualifications (A850)* for further information.

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 on demand/postal moderation



8 Supporting Documentation

8.1 OCR sample assessment material (model assignments)

OCR sample assessment material is available for all units. Centres may choose to:

- use these assignments for formative assessment of candidates
- tailor these assignments for formative or centre assessed summative assessment of candidates
- use these assignments as a benchmark for devising their own assessments and to aid candidate preparation.

OCR sample assessment material is available to download from our website www.ocr.org.uk.

Assessment materials

The OCR assessment materials for OCR Level 3 Certificate in Preparing to Work with Children and Young People and OCR Level 3 Diploma in Preparing to Work with Children and Young People include candidate resource sheets, guidance and assessments are available to download from the OCR website www.ocr.org.uk.

9 Guidance For Candidates

9.1 What are the OCR Level 3 Certificate and Diploma in Preparing to Work with Children and Young People?

These qualifications aim to:

- develop a broad understanding and knowledge about the Children and Young People's Workforce
- develop the skills and attributes related to the sector
- draw out and articulate lessons learnt (both generalised and specific)
- plan, review and reflect on their experience
- provide specialist learning for the Advanced Diploma in Society, Health and Development.

9.2 What do I have to do to achieve this qualification?

OCR Level 3 Certificate in Preparing to Work with Children and Young People

To achieve this qualification you must achieve the required combination of units from those listed below.

You MUST achieve the single mandatory unit:

OCR Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
1	Understanding the learning and development of children and young people	D/601/3285	9	3	60

You MUST achieve a minimum of (any) TWO of the following optional units (12 credits):

OCR Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
2	Understanding how to promote play and learning in the early years	F/601/3280	9	3	60
3	Understanding the impact of transitional processes on children and young people	J/601/3281	6	3	40
4	Understanding the principles of nutrition and health	L/601/3282	6	3	40
5	Understanding the essential role of play in children and young people's personal development	R/601/3283	9	3	60

OCR Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
6	Understanding children's rights	Y/601/3284	9	3	60

OCR Level 3 Diploma in Preparing to Work with Children and Young People

To achieve this qualification you must achieve the required combination of units from those listed below

You MUST achieve the single mandatory unit:

OCR Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
1	Understanding the learning and development of children and young people	D/601/3285	9	3	60

You MUST achieve a minimum of (any) FOUR of the following optional units (30 credits):

OCR Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
2	Understanding how to promote play and learning in the early years	F/601/3280	9	3	60
3	Understanding the impact of transitional processes on children and young people	J/601/3281	6	3	40
4	Understanding the principles of nutrition and health	L/601/3282	6	3	40
5	Understanding the essential role of play in children and young people's personal development	R/601/3283	9	3	60
6	Understanding children's rights	Y/601/3284	9	3	60

9.3 What if I cannot gain enough credits for a full qualification?

These qualifications are very flexible and allow you to achieve recognition for what you have already achieved even if you do not finish the full qualification. OCR has systems in place which allow you to be awarded a certificate listing the unit (or units) you have achieved even if you are unable to complete the full qualification.

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

These qualifications are designed for candidates wishing to use it as Specialist Learning towards an Advanced Diploma in Society, Health and Development.

These qualifications may also form a progression route to higher level courses such as Higher National Diploma (HND) or other appropriate higher education qualifications.

9.5 How are the units assessed?

All of the units are assessed by Centre staff and moderated by OCR assessors.

9.6 Do I need to pass all of the units?

The units that need to be passed in order to achieve a full OCR Level 3 Certificate or Diploma in Preparing to Work with Children and Young People detailed in section 9.2. However, each unit represents a worthwhile achievement in its own right, and certification is also available at unit level.

9.7 Can my work for these qualifications prepare me for my Functional Skills?

The work that you do for these qualifications may help to prepare you for the functional skills assessment.

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

10 Mapping and Signposting

10.1 National Occupational Standards (NOS) Mapping

These qualifications provide a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to National Occupational Standards (NOS) in Health and Social Care.

Each unit contains details of the signposting to the NOS.

10.2 Functional skills signposting

Training provided by these qualifications may help to prepare candidates for the functional skills assessment (eg 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.

Each 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
Certificate in Preparing to Work with Children and Young People
Qualifications 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