

Supporting Teaching and Learning in Schools

OCR Level 2 Award in Support Work in Schools

Scheme code 04464

OCR Level 3 Award in Supporting Teaching and Learning in Schools

Scheme code 04467

Version 2.0 Issued June 2016

Centre Handbook

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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 2 Award in Support Work in Schools

The OCR scheme code for this qualification is 04464

OCR Level 3 Award in Supporting Teaching and Learning in Schools

The OCR scheme code for this qualification is 04467

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 Supporting Teaching and Learning in Schools suite of qualifications

The OCR Supporting Teaching and Learning 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. They support achievement of Key Skills/Functional Skills/Essential 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 TDA, the national agency and recognised sector body responsible for the training and development of the school workforce.

1.2 Administration arrangements for these qualifications

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 webpages for these qualifications.

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 Support Work in Schools			
OCR code	04464			
QAN	501/0043/9 (Qualification Accreditation Number)			
Level	This qualification has been accredited on to the Qualifications and Credit Framework (QCF) at Level 2			
Qualification structure	The credit required for this qualification is 12 credits. To achieve this qualification, candidates must complete 9 mandatory credits (4 units), and 3 credits from optional units.			
Age group approved	Pre-16	16-18	18+	19+
		✓	✓	✓
This qualification is suitable for	This is a knowledge based qualification suitable for all roles in schools, including site staff, administrators etc. as well as those who work directly with children and young people. As it is a knowledge based qualification, it can be taken by candidates not yet employed in a school, as well as providing initial training/induction for those new in post.			
Entry requirements	There are no formal entry requirements for this qualification.			
Assessment	<p>These qualifications are pass/fail.</p> <p>All units are centre-assessed and externally moderated by OCR.</p> <p>Centres will create appropriate assignments for candidates. All assignments created by centres should be reliable and fit for purpose, and should meet all of the assessment criteria.</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	<p>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</p>			
Last date to enter candidates	<p>This is the operational end date for the qualification.</p> <p>We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our last entry/certification notification.</p>			

Title	OCR Level 3 Award in Supporting Teaching and Learning in Schools			
OCR code	04467			
QAN	501/0044/0 (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 12 credits. To achieve this qualification, candidates must complete 4 mandatory units.			
Age group approved	Pre-16	16-18	18+	19+
		✓	✓	✓
This qualification is suitable for	The OCR Level 3 Award provides an introduction to the knowledge required for support staff roles that directly support teaching and learning. The Award supports pre-service, transition or early career learning for teaching assistants and other learning support roles in schools.			
Entry requirements	There are no formal entry requirements for this qualification.			
Assessment	<p>These qualifications are pass/fail.</p> <p>All units are centre-assessed and externally moderated by OCR.</p> <p>Centres will create appropriate assignments for candidates. All assignments created by centres should be reliable and fit for purpose, and should meet all of the assessment criteria.</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	<p>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</p>			
Last date to enter candidates	<p>This is the operational end date for the qualification.</p> <p>We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our last entry/certification notification.</p>			

2.2 Target market

The Level 2 Award in Support Work in Schools is a knowledge based qualification suitable for all roles in schools, including site staff, administrator etc. as well as those who work directly with children and young people. As it is a knowledge based qualification, it can be taken by candidates not yet employed in a school, as well as providing initial training/induction for those new to the post.

The Level 3 Award in Supporting Teaching and Learning in Schools is also a knowledge based qualification that is suitable for candidates not yet in a school role but who have the capability to achieve at level 3; candidates in a level 2 role wishing to demonstrate that they are ready for progression to level 3, and as initial training for those newly in post at this level.

2.3 Qualification aims

The Level 2 Award in Support Work in Schools seeks to develop the knowledge and understanding that all those working in a school setting will need and covers areas such as safeguarding, communication and understanding the school context. The Awards cover the knowledge and understanding in the current mandatory units of the Support Work in Schools qualifications, supplemented with additional material drawn from the induction modules developed by the TDA for local authorities.

The Level 3 Award in Supporting Teaching and Learning in Schools aims to provide candidates with a secure understanding from which to progress to a level 3 role. It intends to provide the underpinning knowledge and understanding for those with a role in directly working with children or young people in schools.

2.4 Entry requirements

These qualifications are available to anyone who is capable of reaching the required standards. They have 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 one of 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 OCR Level 2 Award in Support Work in Schools / OCR Level 3 Award in Supporting Teaching and Learning in Schools. 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.

OCR offers a range of qualifications related to teaching and learning, many of which would provide useful opportunities to progress following achievement of these Awards. In addition, successful completion of the qualification could lead to progression within employment, including Higher Level Teaching Assistant Status.

Candidates can use this qualification in order to gain the proof of knowledge, understanding and skills required for employment in this sector.

The OCR website www.ocr.org.uk provides further details of progression opportunities, as does the TDA website.

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, in Level 2 Unit 1 candidates will need to understand child development and factors affecting this. Level 2 Unit 3 covers issues around equality, diversity and inclusion in work with children and young people. Level 3 units cover similar issues including safeguarding the well being 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.

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.

2.9 Guided learning hours

Each of the units in these qualifications are 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 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).

Staff conducting assessment must understand fully the requirements of these qualifications. 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

These qualifications have been regulated by Ofqual for delivery in England during the life of the qualifications, and approved by the Welsh Government for use by centres in Wales.

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

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: Key features

Key features of the assessment of these qualifications are:

- Candidates have to produce evidence that meets all the learning outcomes and assessment criteria.
- Evidence can be generated either in or outside of the workplace depending on candidates employment situation.
- Evidence is assessed in the centre by occupationally knowledgeable and qualified centre assessors
- Assessment is subject to internal standardisation to ensure that all assessment is being carried out in a similar way and to an equivalent standard
- Centres send candidates' completed work to OCR Examiner-moderator by post
- OCR Examiner-moderator samples candidates' work to ensure that centre' internal assessments meet the requirements of the qualification

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 vocationally experienced delivery personnel, and real life case situations.

Assessment of knowledge based Learning Outcomes may take place in or outside of a real work environment.

Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken to a set grid, the assessment decisions are made by the person who has set the answers.

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. Unit fees are available for this purpose. The OCR Fees List provides details of all fees applicable to these units/qualifications.

Centre assessed units and OCR moderated

All units are centre-assessed and externally moderated by OCR. Centres will create appropriate assignments for candidates. All assignments created by centres should be reliable and fit for purpose, and should meet all of the assessment criteria.

Assignments should provide a context in which candidates can operate, or which set out tasks which can be undertaken to meet the requirements of the assessment criteria, and their associated skills, knowledge and understanding. It is therefore important that the assessment criteria are clearly indicated in the assignments briefs.

Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters or projects. Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt.

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, the centre assessor 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.

Achievement at unit level is Pass or Fail.

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 these qualifications 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 learning outcome and assessment criterion has been successfully met by the candidate before work is signed and sent for external moderation. Centres should note that all work must be assessed in the centre before being submitted to the OCR Examiner-moderator. Evidence of assessment must be shown on each candidate's work and the assessor must complete a Candidate Evidence Record Sheet for each completed unit.

Centres should discourage candidates from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage candidates to present their work so that it is easily accessible, for example as spiral bound, stapled booklet or using treasury tags.

Centres will be required to complete a Submission Cover sheet for each batch of work they send to the Examiner-moderator. The Submission Cover Sheet will list all the units for the qualification and centres need to indicate on the sheet the units being submitted at that time. The Submission Cover Sheet can be downloaded from the web pages for these qualifications.

Centres should note that submitted evidence is not returned.

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 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.

Assessment and the Data Protection Act

It is the centre's responsibility to ensure that candidates comply with the Data Protection Act when producing evidence for summative assessment. More information about the candidate's responsibility is available in section 1.11.

Generation and collection of evidence

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

4 Assessor and Internal Verifier Requirements

4.1 Assessment Centre Requirements

The Assessment Centre must:

- Ensure that there are a sufficient number of people occupationally knowledgeable and 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 roles of internal quality assurance and assessment maintain their skills, knowledge and understanding regarding assessment and internal quality assurance and the associated qualifications.

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

4.2 Assessors

Assessment decisions for knowledge based learning outcomes, eg those beginning with 'know' or 'understand', must be made by an occupationally knowledgeable assessor. This means that the assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

Assessment decisions for knowledge based learning outcomes must be made by an assessor qualified to make assessment decisions. This means that the assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions, for example A1 or D32/D33 or the QCF qualification Award in Assessing Vocationally Related Achievement.

4.3 Internal quality assurance

Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions i.e. hold V1(D34) or QCF Award in the Internal Quality Assurance of the Assessment Process.

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

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OCR Level 3 Award in Supporting Teaching and Learning in Schools

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 these qualifications and identify opportunities to link the units and subjects.

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 2 Award in Support Work in Schools

(Qualification Accreditation Number 501/0043/9)

To achieve this qualification, candidates must achieve a total of 12 credits made up as follows:

4 units from mandatory Group A, candidates must achieve all 9 credits.

1 unit from optional Group B, candidates must achieve 3 credits.

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

Group A: Mandatory Units

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
1	TDA 2.1	Child and young person development	H/601/3305	2	2	15
2	TDA 2.2	Safeguarding the welfare of children and young people	K/601/3323	3	2	20
3	TDA 2.3	Communication and professional relationships with children, young people and adults	F/601/3313	2	2	15
4	TDA 2.4	Equality, diversity and inclusion in work with children and young people	D/601/3321	2	2	15

Group B: Optional Units

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
5	TDA 2.5	Schools as organisations	T/601/3325	3	2	20
6	TDA 3.2	Schools as organisations	A/601/3326	3	3	15

OCR Level 3 Award in Supporting Teaching and Learning in Schools

(Qualification Accreditation Number 501/0044/0)

To achieve this qualification, candidates must achieve a total of 12 credits made up as follows: 4 units from mandatory Group A, candidates must achieve all 12 credits.

The following table contains the mandatory units.

Group A: Mandatory Units

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
1	TDA 3.1	Communication and professional relationships with children, young people and adults	F/601/3327	2	3	10
2	TDA 3.2	Schools as organisations	A/601/3326	3	3	15
3	CYP 3.1	Understand child and young person development	L/601/1693	4	3	30
4	CYP 3.3	Understand how to safeguard the wellbeing of children and young people	Y/601/1695	3	3	25

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 expiry date

This section specifies the end accreditation date 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.

Exemplification

This section is additional guidance that OCR have provided to help expand on the types of evidence that candidates may produce and to help candidates meet the requirements of the assessment criteria.

Assessment

This section details how the assessment criteria will be assessed.

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/signposting

This section provides signposting to the relevant National Occupational Standards.

Functional skills signposting

This section provides signposting to functional skills.

Additional information

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

Level 2 Award in Support Work in Schools

<http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-support-work-in-schools-level-2-award-04464/>

Level 3 Award in Supporting Teaching and Learning in Schools

<http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-supporting-teaching-and-learning-in-schools-level-3-award-04467/>

7 Administration arrangements

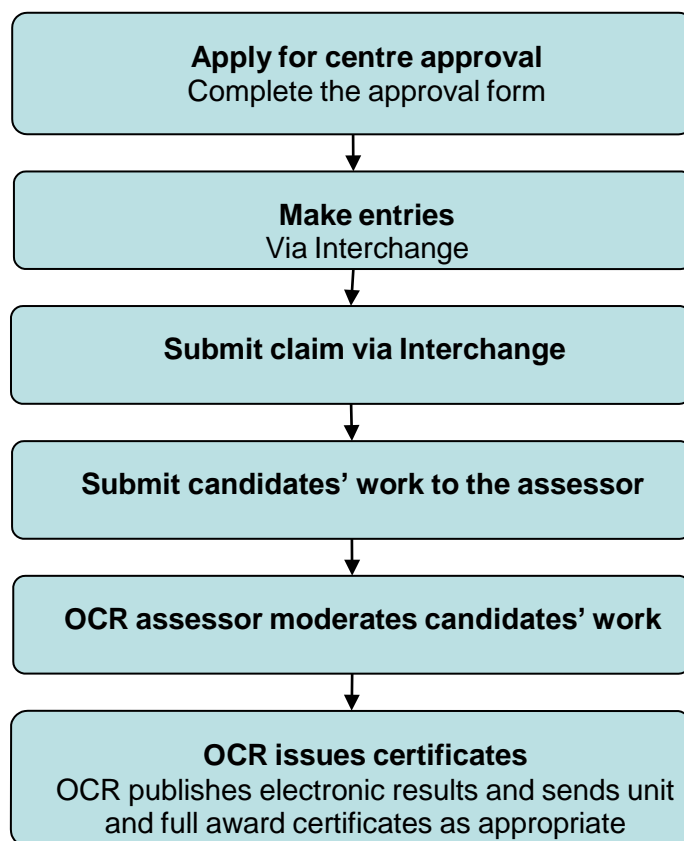
This section provides an overview of the administration arrangements operating for these qualifications. Please refer to the *Admin guide: Vocational Qualifications (A850)* for further information.

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 Recording documentation

Internal Standardisation Report form

Centres will have to complete an Internal Standardisation Report form to document that they have standardised the internal assessment across all assessors. This form does not have to be submitted to OCR with the batch of work, but centres need to keep a record of internal standardisation activities for a minimum of one year and make this available to OCR when requested.

Submission Cover Sheet

There is a Submission Cover Sheet for each of the Awards Support Work in Schools/ Supporting Teaching and Learning in Schools.

The relevant sheet must be copied and used when submitting the candidate's completed work for external moderation. The assessor must sign the Submission Cover Sheet to confirm that the evidence provided for the unit was produced unaided by the candidate.

9 Guidance For Candidates

9.1 What are the Awards in Support Work in Schools/ Supporting Teaching and Learning in Schools

These qualifications aim to:

Develop your knowledge and understanding of working in a school setting and covers areas such as safeguarding, communication and understanding the school context. The Awards cover the knowledge and understanding in the current mandatory units of the Support Work in Schools qualifications, supplemented with additional material drawn from the induction modules developed by the TDA for local authorities.

The Level 3 Award in Supporting Teaching and Learning in Schools aims to provide you with a secure understanding from which to progress to a level 3 role. It intends to provide the underpinning knowledge and understanding for those with a role in directly working with children or young people in schools.

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

To achieve these qualifications you must achieve the required combination of units from those listed below.

Level 2 Award in Support Work in Schools

For a full Award candidates must achieve 12 credits. Candidates must achieve all 9 credits from the mandatory group and 3 from optional group A.

	OCR Unit No.	Unit Title	GLH	Credit Value	Level
Mandatory Group	1	Child and young person development	15	2	2
	2	Safeguarding the welfare of children and young people	20	3	2
	3	Communication and professional relationships with children, young people and adults	15	2	2
	4	Equality, diversity and inclusion in work with children and young people	15	2	2
	Total Credits Required from Mandatory Group				9
Option Group A	5	Schools as organisations	20	3	2
	6	Schools as organisations	15	3	3
	Total (Minimum) Credits Required from Option Group A				3
Total	Total (Minimum) Credits Required for Qualification			12	

Level 3 Award in Supporting Teaching and Learning in Schools

For a full Award candidates must achieve all 12 credits.

	OCR Unit No.	Unit Title	GLH	Credit Value	Level
Mandatory Group	1	Communication and professional relationships with children, young people and adults	10	2	3
	2	Schools as organisations	15	3	3
	3	Understand child and young person development	30	4	3
	4	Understand how to safeguard the well being of children and young people	25	3	3
	Total Credits Required from Mandatory Group				12
Total	Total (Minimum) Credits Required for Qualification			12	

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?

The Level 2 Award in Support Work in Schools is designed for candidates wishing to gain an appropriate qualification for the purposes of becoming a support worker in a school. It seeks to develop your knowledge and understanding of working in a school setting and covers areas such as safeguarding, communication and understanding the school context. As it is a knowledge based qualification, it can be taken if you are not yet employed in a school, as well as providing initial training/induction for you when new in post.

The Level 3 Award in Supporting Teaching and Learning in Schools is a knowledge based qualification that will provide you with a secure understanding from which to progress to a level 3 role. It is suitable if you are not yet in a school role but have the capability to achieve at level 3; or if you are in a level 2 role wishing to demonstrate that you are ready for progression to level 3, and as initial training if you are newly in post at this level. This is a qualification intended to provide the underpinning knowledge and understanding for those with a role in directly working with children or young people in schools.

9.5 How are the units assessed?

All of the units are assessed by the completion of assignments produced by OCR that are marked by your assessor at your centre and moderated by OCR. The assignments are available to download from the OCR website (www.ocr.org.uk)

9.6 Do I need to pass all of the units?

The units that need to be passed in order to achieve a full award are 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 these qualifications.

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:

Supporting Teaching and Learning in Schools (Training Development Agency for Schools)

Children's Care Learning and Development (2009) (Skills for Care and Development)

Learning Development Support Services (reviewed 2009) (Skills for Care & Development)

Children and Young People's Workforce (Skills for Justice)

Health and Social Care (Skills for Care & Development)

Each unit contains details of the signposting to the NOS.

10.2 Functional skills signposting

Training provided for these awards may help to prepare candidates for the functional skills assessment (e.g. report writing may be good preparation for English). It is likely however that further training would be needed to fully prepare candidates for functional skills assessment.

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
Supporting Teaching and Learning in Schools 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 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 these qualifications

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
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
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