

Centre Handbook

Supporting Teaching and Learning in Schools

OCR Level 3 Certificate in Supporting Teaching and Learning in Schools

Scheme code 04468

OCR Level 3 Certificate in Cover Supervision of Pupils in Schools

Scheme code 04469

OCR Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

Scheme code 04470

Version 3.0 Issued January 2018

Key updates to this handbook

Section	Title of section and change	Version and date issued
	First issue.	Version 01 – September 2010
2.13	Correction to text to clarify that the qualifications are offered in England and Wales, but not Northern Ireland.	Version 02 – June 2016
All sections	The format of this handbook has been completely updated to bring in line with a new template. The qualification content and structure remains unchanged from previous version, but some of the supporting information has been brought up-to-date following a review of documents. The sections affected are detailed as follows:	Version 03 – January 2018
All sections	Amended reference to the Admin Guide to the new Administration area on the OCR website References to the Qualifications and Credit Framework (QCF) have been changed to Regulated Qualifications Framework.	
1	<ul style="list-style-type: none"> 1 Introduction - Updated 1.1 About these qualifications – New section 1.2 Qualification size – New section 1.3 Funding – previously section 2.10. Information updated 1.4 Unique Learner Number – previously section 2.5. Information updated 	
2	<ul style="list-style-type: none"> 2.1 Qualification profile - Updated 2.2 Qualification aims – previously section 2.3. Information updated. 2.3 Entry requirements – previously section 2.4 2.4 Progression opportunities – previously section 2.6. Information updated. 2.5 Wider issues – previously section 2.8 2.6 Mode of delivery – previously section 2.11 2.7 Resources – previously section 2.12 2.8 Access arrangements and special consideration – previously section 2.14. Information updated. 	
3	<ul style="list-style-type: none"> 3.1 Assessment how it works – Information updated 3.3 Assessment planning – Information updated 3.4 Making assessment decisions – Information updated 3.6 Examining the evidence – Information updated 3.15 Simulation – Information updated 3.16 Type of evidence – Information updated 	

Section	Title of section and change	Version and date issued
	3.17 Amount of evidence needed – Information updated 3.18 Authentication – New section 3.19 Cumulative assessment record (CAR) – Information updated 3.20 Reporting suspected malpractice – previously section 2.16. Information updated.	
5	5.1 Claiming certificates – Information updated 5.2 Enquiries about results – previously section 10.2. Information updated 5.3 Replacement certificates – previously section 5.2. Information updated.	
6	6.1 Qualification structure – Clarification that Unit 49 and Unit 50 is a barred combination 6.2 Units – Information updated	
7	7 Mapping and Signposting - previously section 9	
8	8 Further Support and Information – previously section 10. Information updated	

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1 Introduction

OCR entry code	Title	Qualification Number
04468	OCR Level 3 Certificate in Supporting Teaching and Learning in Schools	501/0042/7
04469	OCR Level 3 Certificate in Cover Supervision of Pupils in Schools	501/0240/0
04470	OCR Level 3 Diploma in Specialist Support for Teaching and Learning in Schools	501/0857/8

The information provided in this handbook is correct at the time of production. Occasionally we may update it so please check the relevant qualification [webpage](#) for the most up-to-date information.

This handbook contains what you need to know about the planning, delivery and assessment of these qualifications. Staff involved in the delivery of these qualifications must have access to and understand the requirements in this handbook.

To access information on how to administer these qualifications please follow the link to the Administration area <http://www.ocr.org.uk/administration/>.

You should ensure candidates are informed of the title and level of the qualification they have been entered for and that Oxford Cambridge and RSA Examinations (OCR) is the awarding body for their chosen qualification.

1.1 About these qualifications

These qualifications provide valuable opportunities for candidates to:

- develop skills
- gain underpinning knowledge and understanding
- demonstrate competence in the workplace
- provide progression to higher education
- improve employability
- continue professional development.

1.2 Qualification size

The size of the qualification is described in terms of Guided Learning Hours (GLH) and Total Qualification Time (TQT).

GLH indicates the approximate time (in hours) that the candidate will be supervised during any teaching, learning or assessment activities. We have worked with people who are experienced in delivering these qualifications to determine what content needs to be taught and how long it will take to deliver.

TQT is comprised of two elements: GLH, and an estimate of the number of hours a candidate will reasonably spend on any unsupervised learning or assessment activities (including homework) so they can successfully achieve their qualification.

Each qualification requires the following GLH and TQT:

Level 3 Certificate in Supporting Teaching and Learning in Schools 180 GLH and 320 TQT.

Level 3 Certificate in Cover Supervision of Pupils in Schools 185 GLH and 300 TQT.

Level 3 Diploma in Specialist Support for Teaching and Learning in Schools 232 GLH and 440 TQT.

1.3 Funding

Funding arrangements can be subject to change. For the latest details about approval and funding eligibility, we recommend you visit the following websites:

[Register of Regulated Qualifications](#) – Ofqual’s register of regulated qualifications

Department for Education (DfE) [Section 96](#) – for confirmation of the approval of qualifications to be delivered to specific age ranges.

[Education and Skills Funding Agency](#) for funding education and training for children, young people and adults in England

[Department for the Economy](#) for public funding in Northern Ireland

[Qualifications in Wales](#) database (QiW) for public funding in Wales.

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

If you have any queries about funding for these qualifications email us at funding@ocr.org.uk.

1.4 Unique Learner Number (ULN)

This is a personal ten-digit number, which is used to ensure learner achievement information can be provided to their Personal Learning Record (PLR). ULNs are provided and administered by the Learning Records Service (LRS).

Learners over the age of 14 in UK education or training can access the PLR using their ULN. Learners keep the same ULN to access their PLR throughout their lives and whatever their level of learning.

Candidates that claim certification for publically funded qualifications must have a valid ULN.

Where a candidate has a ULN, you must enter their ten digit number in the ULN field when making entries via Interchange. For candidates who do not have a ULN, a claim will still be accepted if you leave this field blank, but OCR will not be able to send these achievements to the PLR.

Further information about this can be found in the [Administration area](#) and at the [Learner Records Service](#).

2 General information

2.1 Qualification profile

Level 3 Certificate in Supporting Teaching and Learning in Schools

OCR entry code	04468			
Qualification Number	501/0042/7			
Level	This qualification has been regulated in the Regulated Qualifications Framework (RQF) at Level 3			
Qualification structure	The credit required for this qualification is 32 credits. To achieve this qualification, candidates must complete a total of 32 credits from 11 mandatory units.			
Guided Learning Hours (GLH)	180	Total Qualification Time (TQT)		320
Age group approved	Pre-16	16-18	18+	19+
		✓	✓	✓
This qualification is suitable for	This qualification is for those members of the school workforce who directly support the teaching and learning of pupils.			
Entry requirements	There are no formal entry requirements for this qualification.			
Assessment	These qualifications are pass/fail. These qualifications are internally assessed by centre staff and externally verified by OCR Assessors.			
Funding	Please see the Funding Section 1.3			
Last date to enter candidates	This is the operational end date for the qualification. 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 regulated qualifications and our last entry/certification notification .			

Level 3 Certificate in Cover Supervision of Pupils in Schools

OCR entry code	04469			
Qualification Number	501/0240/0			
Level	This qualification has been regulated in the Regulated Qualifications Framework (RQF) at Level 3			
Qualification structure	<p>The credit required for this qualification is 30 credits.</p> <p>To achieve this qualification, candidates must complete a total of 30 credits from 11 mandatory units.</p>			
Guided Learning Hours (GLH)	185	Total Qualification Time (TQT)		300
Age group approved	Pre-16	16-18	18+	19+
		✓	✓	✓
This qualification is suitable for	This qualification is for those working in the role of Cover Supervisor in schools.			
Entry requirements	There are no formal entry requirements for this qualification.			
Assessment	<p>These qualifications are pass/fail.</p> <p>These qualifications are internally assessed by centre staff and externally verified by OCR Assessors.</p>			
Funding	Please see the Funding Section 1.3			
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 regulated qualifications and our last entry/certification notification.</p>			

Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

OCR entry code	04470		
Qualification Number	501/0857/8		
Level	This qualification has been regulated in the Regulated Qualifications Framework (RQF) at Level 3		
Qualification structure	<p>The credit required for this qualification is 44 credits.</p> <p>Candidates must achieve all 32 credits from the mandatory group, and an additional 12 credits from the optional groups.</p> <p>A minimum of 40 credits must be achieved at Level 3; the remaining credits can be at level 2, 3 or 4.</p> <p>Unit 20 Support bilingual learners Y/601/7724 is mandatory for candidates selecting unit D/601/7725.</p> <p>Unit 22 Support disabled children and young people and those with special educational needs H/601/7726 is mandatory for candidates selecting units Y/601/7707, M/601/8121, K/601/8134, M/601/8135 or F/601/8060.</p> <p>Unit 49 Provide leadership and direction for own area of responsibility T/600/9601 is barred with Unit 50 Set objectives and provide support for team members D/506/1875</p>		
Guided Learning Hours (GLH)	232	Total Qualification Time (TQT)	440
Age group approved	Pre-16	16-18	18+
		✓	✓
This qualification is suitable for	This qualification is for those members of the school workforce who directly support teaching and learning of pupils in schools in an area that requires specialist knowledge and skills. Additional optional units cover specialisms which may be a feature of the role at Level 3.		
Entry requirements	There are no formal entry requirements for this qualification.		
Assessment	<p>These qualifications are pass/fail.</p> <p>These qualifications are internally assessed by centre staff and externally verified by OCR Assessors.</p>		
Funding	Please see the Funding Section 1.3		
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 regulated qualifications and our last entry/certification notification.</p>		

2.2 Qualification aims

OCR Level 3 Certificate in Supporting Teaching and Learning in Schools

This qualification is for those members of the school workforce who directly support the teaching and learning of pupils. The qualification incorporates the units in the Level 3 Award in Supporting teaching and learning in schools. Additional units cover the generic knowledge and skills required to work in a teaching assistant or similar role at Level 3. It provides the underpinning knowledge and understanding for those directly supporting the teaching and learning of pupils in schools.

OCR Level 3 Certificate in Cover Supervision of Pupils in Schools

This qualification has been designed to meet the needs of the new role of Cover Supervisor within schools. It incorporates the units of the Level 3 Award in Supporting Teaching and Learning in Schools, and includes some units that are also in the Level 3 Certificate in Supporting Teaching and Learning in Schools. However, it also includes a unit on providing cover to reflect the differences between the Cover Supervisor and teaching assistant roles, to provide a more role specific qualification for Cover Supervisors. Candidates moving from one role to the other will be able to demonstrate competence in the new role through the achievement of credit from specified additional units.

OCR Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

This qualification is for those members of the school workforce who directly support teaching and learning of pupils in schools in an area that requires specialist knowledge and skills. The qualification incorporates the units in the Level 3 Certificate in Supporting teaching and learning in schools. Additional optional units cover specialisms which may be a feature of the role at Level 3. The additional units are broadly equivalent to the optional units of the current Level 3 NVQ in Supporting Teaching and Learning.

2.3 Entry requirements

There are no formal requirements for entry to these qualifications.

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 one of these qualifications.

2.4 Progression opportunities

These qualifications have been designed to enable progression to and from qualifications in the Regulated Qualifications Framework (RQF).

2.5 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 3 Unit 3 candidates will need to understand child development and factors affecting this. Level 3 Unit 6 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.

2.6 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.

2.7 Resources

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

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

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 meet the above requirements when they seek centre approval from OCR.

2.8 Access arrangements and special consideration

There can be adjustments to standard assessment arrangements 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 shared between the centre and OCR. Please read the JCQ booklet *Access Arrangements and Reasonable Adjustments at www.jcq.org.uk*.

For further guidance on access arrangements and special consideration refer to the Exams Officers area of the [OCR website](http://www.ocr.org.uk).

If the tutor/assessor thinks any aspect of these qualifications unfairly restricts access and progression, please email or call the OCR Customer Contact Centre.

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, 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.

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

3.2 Initial assessment of candidates

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

3.3 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.

Centre assessors, who are responsible for assessing candidates' evidence for internally assessed units, must make sure that candidates know they must comply with the Data Protection Act when they are producing work for assessment. Candidates must not reference another individual's personal details in any evidence produced for assessment. It is the candidate's responsibility to make sure evidence that includes another individual's personal details is anonymised.

3.4 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.** They must consistently provide enough evidence for assessors to believe that the candidate is competent in their working environment.

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 competence when meeting the assessment criteria.

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

3.5 Methods of assessment

It is the assessor's responsibility to agree the best method of assessing a candidate in relation to their individual circumstances. The methods agreed must be:

- valid
- reliable
- safe and manageable
- suitable to the needs of the candidate.

Valid

A valid assessment method is one that is capable of measuring the knowledge or skills in question. For example, a written test cannot measure a candidate's practical skills or their ability to work well with others.

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

As well as assessment methods being valid, the evidence presented must also be valid. For example, it would not be appropriate to present an organisation's policy on "child protection" as evidence towards the requirement of unit 7. It may be more appropriate for the candidate and assessor to have a discussion about the policy and for the candidate to explain how it is relevant, illustrated with examples from their work of their compliance to the requirements. This discussion could then be assessed by the assessor and recorded as evidence.

Reliable

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

Safe and manageable

Assessors and internal verifiers must make sure that the assessment methods are safe and manageable and do not put unnecessary demands on the candidate and/or the organisation they work for.

Suitable to the needs of the candidate

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

For candidates who have access requirements please see section 2.8 of this handbook.

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

The main assessment methods which are suitable for these qualifications:

- **direct observation** of practice by a qualified assessor or by the expert witness for occupational specific units
- **examining the evidence** by an assessor
- **questioning** the candidate or witness by an assessor
- **inference of knowledge** from direct observation.

In some situations, the assessor can speak to the candidate to provide evidence of the candidate's performance and knowledge (see section 3.9 Professional discussion).

3.6 Examining the evidence

Only approved and qualified assessors (see section 4 Assessor and internal verifier requirements) may examine the evidence for the assessment of these qualifications.

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

Evidence can:

- reflect how the candidate carried out the process
- be the product of a candidate's work
- be a product relating to the candidate's competence.

For example:

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

The product of a candidate's work could be, for example email messages from to or from colleagues, project reports, case studies, 'what if' questions, reflective accounts, professional discussions, written assignments. 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.

3.7 Observation

Only approved and qualified assessors (see section 4 Assessor and internal verifier requirements) may carry out observations for the assessment of these qualifications.

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.

3.8 Questioning

Only approved and qualified assessors (see section 4 Assessor and internal verifier requirements) may question a candidate or witness for the assessment of these qualifications.

Questioning the candidate is normally an ongoing part of the assessment process, and is necessary to:

- test a candidate's knowledge of facts and procedures
- check if a candidate understands principles and theories *and*
- collect information on the type and purpose of the processes a candidate has gone through.

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

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

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.

3.9 Professional discussion

Professional discussion is a structured, planned and in depth discussion recorded by the assessor. It allows the candidate to present evidence of competence and to demonstrate skills, knowledge and understanding through discussing the evidence and showing how it meets the requirements of the qualification. The assessor should guide the discussion by using open questioning, active listening and knowledge of the standards.

3.10 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 demonstrate competence to the standards. It is not acceptable for candidates to produce written witness testimonies for witnesses to sign, to support a qualification they are working towards.

3.11 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.

3.12 Performance evidence

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

- products or outcomes of the candidate's work (for example, things that the candidate produced or worked on). The evidence presented for assessment may be the actual product or a record of the product
- if group work is used as evidence, the candidate's contribution must be identified clearly. Other products (for example, company policies) may have been reproduced by someone else but relate to the candidate and their competence
- proof of the way the candidate carried out their work (that is, the process they went through). An assessor's observation of a candidate or a witness' testimony both provides performance evidence and would be suitable for these qualifications.

3.13 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.

3.14 Real work

The qualifications require that all assessment of the competence based units must take place within the workplace, and that observation should be of naturally occurring practice within the candidate's work role. This will include the demonstration of the application of knowledge.

3.15 Simulation

Simulation is not allowed. However, where access to assessment is jeopardised by this, guidance should be sought from OCR, who will decide the issue.

3.16 Type of evidence

Evidence can take many forms, for example, written work, audio/visual recordings, digitally formatted documents, a product or photographs (of a product). It is not permitted to use photographs of children without parental permission.

3.17 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 competent 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 is competent or not. Assessors must be convinced that candidates working on their own can work independently to the required standard.

3.18 Authentication

Tutors/Assessors must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the tutor/assessor must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the tutor/assessor should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for tutors/assessors to check authenticity of the work and provide general feedback.

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

Plagiarism

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources.

Resubmitting work for assessment

If the tutor/assessor and the candidate feel they have not performed at their best during the assessment, the candidate can, at the tutor/assessor's discretion, improve their work and resubmit it for assessment. The tutor/assessor must ensure it is in the candidate's interests to reattempt the assessment.

Whilst there are no restrictions on the number of times that a candidate can resubmit evidence, it is the responsibility of the tutor/assessor to ensure that the details of any feedback and guidance are clearly recorded. Any advice to individual candidates over and above that given to the class as a whole should be recorded.

Centres must not encourage multiple resubmissions of work. Resubmission at the centre assessment stage is intended to allow the candidate to reflect on feedback and improve, but not to be an iterative process where they make small modifications through ongoing feedback to eventually achieve the desired level.

3.19 Cumulative assessment record (CAR)

Templates for the recording documents to be used in a **cumulative assessment record (CAR) are provided by OCR** or they may be designed by the centre and approved during the approval visit or by the OCR external verifier. The forms can be in any format but as a minimum they must contain the information identified on OCR's website. For more details refer to the Administration area, assessment, <http://www.ocr.org.uk/administration/>.

Candidates must record, on the relevant documents, all the evidence presented for assessment. These records will also be used by the centre assessor and internal quality assurance personnel to record assessment decisions. They can also be used to record progress towards the achievement of units.

Filling in these documents, is an ongoing process involving discussion and agreement between the candidate and their centre assessor. The candidate should fill in and keep the CAR while working towards their qualification. A centre assessor may help the candidate complete the CAR if necessary. It may be viewed by the centre's internal quality assurance personnel and OCR external verifier for sampling purposes as part of the quality assurance process.

3.20 Reporting suspected malpractice

It is the responsibility of the Head of Centre¹ to report all cases of suspected malpractice involving centre staff or candidates. A JCQ Report of Suspected Malpractice form (JCQ/M1 for candidate suspected malpractice or JCQ/M2a for staff suspected malpractice) is available to download from the [JCQ website](#) and should be completed as soon as possible and emailed to malpractice@ocr.org.uk.

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

Further information regarding reporting and investigating suspected malpractice and the possible sanctions and penalties which could be imposed, is contained in the JCQ publication: *General and Vocational Qualifications – Suspected Malpractice in Examinations and Assessments*; this is available from the [JCQ website](#). Centres may also like to refer to the [OCR Website](#) for more details.

¹ This is the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, e.g. the Head Teacher or Principal of a school/college. The Head of Centre accepts full responsibility for the correct administration and conduct of OCR exams

3.21 Verification – how it works

Internal verification

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

External verification

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

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

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

- a list of candidates registered for these qualifications, together with their achievements to date plus certification records
- access to evidence (for example, up-to-date portfolios) and CARs
- access to OCR on-line claim system (Interchange)
- relevant assessors and selected candidates as requested by the external verifier (EV), including those whose certificates have been claimed through Direct Claims Status (DCS)
- all portfolios (access to evidence) relating to certificates claimed through DCS
- a copy of the external verifier's last visit report
- a sample signature list for all assessors and internal verifiers
- details of training and curriculum vitae for new members of the assessment team
- all **centre records** (see **Centre records – assessment and verification** for more details)
- evidence of achieving action points since the last external verifier visit
- notes of any action carried out due to particular points mentioned by an external verifier in any correspondence since their last visit
- recommendations to the external verifier

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

Centre records – assessment and verification

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

- candidate's name and location
- the title and level of the qualification they are taking
- candidate's start date on the programme and confirmation of registration with OCR
- name of the assessor
- name of the internal verifier
- date and outcome of the initial assessment of the candidate
- dates and details of candidate reviews and feedback sessions
- dates of all assessments and their outcomes (that is, the decision whether the candidate has met the requirements or not) cross-referenced to the unit
- enough detail of the assessment to justify the decision made
- an indication of the use of simulation, if used
- dates and outcomes of internal verification
- action resulting from internal verification
- certification.

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

4 Assessor and Internal Verifier Requirements

4.1 Assessment Centre Requirements

The Assessment Centre must:

- ensure that there are a sufficient number of people either trained or qualified to assess the number of candidates they anticipate to register
- ensure that there are a sufficient number of people either trained or qualified to internally verify for the number of candidates and assessors
- put verification systems and internal verifiers in place to ensure that all assessments are valid, reliable, authentic and sufficient and provide quality assured training for those people identified as being responsible for verification
- ensure that there is a system of standardisation in place to ensure that all assessments are consistent and fair

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

- Assessment decisions for criteria that must be assessed in the workplace, as identified in unit assessment requirements, must be made in a real work environment by an occupationally competent assessor.
- Assessment decisions for criteria that must be assessed in the workplace (competence based assessment criteria) must be made by an assessor with the expertise to make assessment decisions.
- Competence based assessment must include direct observation as the main source of evidence.
- Simulation may only be utilised as an assessment method for competence based assessment criteria where this is specified in the assessment requirements of the unit.
- Expert witnesses can be used for direct observation where:
 - they have occupational expertise for specialist areas, or
 - the observation is of a particularly sensitive nature.

The use of expert witnesses should be determined and agreed by the assessor.

- Assessment of criteria not identified in the unit assessment requirements as requiring assessment in the workplace may take place in or outside of a real work environment.
- Assessment decisions for knowledge based assessment criteria must be made by an occupationally knowledgeable assessor.

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

4.2 Assessors

Definitions

Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Occupationally knowledgeable:

This means that each assessor should have relevant knowledge and understanding, and be able to assess this in units:

- designed to test specific knowledge and understanding, or
- where knowledge and understanding are components of competency.

This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

Qualified to make assessment decisions:

Awarding Organisations must ensure that those making assessment decisions have the necessary expertise to do so, which may include having, or be working towards, appropriate qualifications, these would include D32/33, A1/ Award in Assessing Competence in the Work Environment.

Expert witness:

An expert witness must:

- have a working knowledge of the units for which they are providing witness testimony
- be occupationally competent in their area of expertise
- have EITHER any qualification that includes assessment of workplace performance AND/OR a professional work role which involves evaluating the everyday practice of staff

4.3 Internal verifiers

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

- be qualified as a verifier (either V1, D34 or Award in the Internal Quality Assurance of Assessment Processes and Practice)
- be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. IVs must also sample the assessment process and resolve differences and conflicts on assessment decisions.
- ensure that assessment has been carried out by persons who are occupationally competent within the area they are assessing.
- maintain their occupational knowledge by actively engaging in continuous professional development activities in order to keep up-to-date with developments within the sector.

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

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 your centre for successful candidates. In order to ensure that these are automatically issued, you must ensure that the OCR candidate number is **always** used where a candidate has already achieved one or more units. For more details refer to the Administration area, certificates, <http://www.ocr.org.uk/administration/>.

5.2 Enquiries about results

Under certain circumstances, you may wish to query the result(s) issued to one or more candidates.

To find out more about this, please refer to the JCQ *Post-Results Services* booklet and the Administration area, post results services, <http://www.ocr.org.uk/administration/>.

5.3 Replacement certificates

For details on replacement certificates refer to the Administration area, certificates, <http://www.ocr.org.uk/administration/>.

6 Qualification structure

6.1 Qualification structure

Candidates do not have to achieve units in any particular order and 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 different 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 3 Certificate in Supporting Teaching and Learning in Schools

(Qualification Number 501/0042/7)

To achieve this qualification, candidates must achieve a total of 32 credits from 11 mandatory units.

Group A: Mandatory Units

OCR Unit No	Sector Unit No	Unit title	Unit Reference No (URN)	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
5	CYP Core 3.1	Support learning activities	F/601/4073	4	3	20
6	TDA 3.4	Promote children and young people's positive behaviour	A/601/4069	3	3	15
7	TDA 3.5	Develop professional relationships with children, young people and adults	H/601/4065	2	3	10
8	TDA 3.6	Promote equality, diversity and inclusion in work with children and young people	M/601/4070	2	3	10
9	TDA 3.7	Support assessment for learning	A/601/4072	4	3	20
10	SHC 32	Engage in personal development in health, social care or children's and young people's settings	A/601/1429	3	3	10
11	CYP 3.4	Support children and young people's health and safety	D/601/1696	2	3	15

OCR Level 3 Certificate in Cover Supervision of Pupils in Schools

(Qualification Number 501/0240/0)

To achieve this qualification, candidates must achieve a total of 30 credits from 11 mandatory units.

Group A: Mandatory Units

OCR Unit No	Sector Unit No	Unit title	Unit Reference No (URN)	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	TDA 3.4	Promote children and young people's positive behaviour	A/601/4069	3	3	15
7	TDA 3.5	Develop professional relationships with children, young people and adults	H/601/4065	2	3	10
8	TDA 3.6	Promote equality, diversity and inclusion in work with children and young people	M/601/4070	2	3	10
10	SHC 32	Engage in personal development in health, social care or children's and young people's settings	A/601/1429	3	3	10
11	CYP 3.4	Support children and young people's health and safety	D/601/1696	2	3	15
52	ASDAN TW3	Team working	A/501/5163	3	3	30
53	TDA 2.8	Supervise whole class learning activities	T/601/4071	3	3	15

OCR Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

(Qualification Number 501/0857/8)

To achieve this qualification, candidates must achieve a total of 44 credits. Candidates must achieve all 32 credits from the mandatory group, and an additional 12 credits from the optional groups.

A minimum of 40 credits must be achieved at Level 3 or above.

Unit 20 Support bilingual learners Y/601/7724 is mandatory for candidates selecting units within optional group B.

Unit 22 Support disabled children and young people and those with special educational needs H/601/7726 is mandatory for candidates selecting units within optional group C.

Unit 49 Provide leadership and direction for own area of responsibility T/600/9601 is barred with Unit 50 Set objectives and provide support for team members D/506/1875

Mandatory Units

OCR Unit No	Sector Unit No	Unit title	Unit Reference No (URN)	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
5	CYP Core 3.1	Support learning activities	F/601/4073	4	3	20
6	TDA 3.4	Promote children and young people's positive behaviour	A/601/4069	3	3	15
7	TDA 3.5	Develop professional relationships with children, young people and adults	H/601/4065	2	3	10
8	TDA 3.6	Promote equality, diversity and inclusion in work with children and young people	M/601/4070	2	3	10
9	TDA 3.7	Support assessment for learning	A/601/4072	4	3	20
10	SHC 32	Engage in personal development in health, social care or children's and young people's settings	A/601/1429	3	3	10
11	CYP 3.4	Support children and young people's health and safety	D/601/1696	2	3	15

Optional Group A: Supporting Learning

OCR Unit No	Sector Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
12	TDA 3.10	Plan and deliver learning activities under the direction of a teacher	D/601/7711	4	3	21
13	TDA 3.11	Support literacy development	M/601/7714	3	3	18
14	TDA 3.12	Support numeracy development	A/601/7716	3	3	18
15	TDA 3.13	Support teaching and learning in a curriculum area	J/601/7718	3	3	12
16	TDA 3.14	Support delivery of the 14 – 19 curriculum	F/601/7720	3	3	15
17	TDA 3.15	Provide literacy and numeracy support	L/601/7722	3	3	16
18	TDA 3.16	Support gifted and talented learners	R/601/7723	4	3	21
19	HAS 2015	Support children's speech, language and communication	T/600/9789	4	3	30

Optional Group B: English as an additional language

OCR Unit No	Sector Unit No	Unit title	Unit Reference No (UAN)	Credit value	Level	GLH
20	TDA 3.17	Support bilingual learners	Y/601/7724	4	3	23
21	TDA 3.18	Provide bilingual support for teaching and learning	D/601/7725	6	3	32

Optional Group C: Special educational needs

OCR Unit No	Sector Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
22	TDA 3.19	Support disabled children and young people and those with special educational needs	H/601/7726	5	3	24
23	TDA 3.20	Support children and young people with behaviour, emotional and social development needs	Y/601/7707	4	3	25
24	TDA 3.21	Support learners with cognition and learning needs	M/601/8121	4	3	21
25	TDA 3.22	Support learners with communication and interaction needs	K/601/8134	4	3	21
26	TDA 3.23	Support learners with sensory and/or physical needs	M/601/8135	4	3	21
27	EYMP5	Support individuals to meet personal care needs	F/601/8060	2	2	16

Optional Group D: Providing Pastoral support

OCR Unit No	Sector Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
28	TDA 3.24	Support children and young people during transitions in their lives	D/601/8325	4	3	18
29	CYPOP 10	Develop interviewing skills for work with children and young people	L/601/1337	3	3	21
30	CYPOP 44	Facilitate the learning and development of children and young people through mentoring	T/601/1381	4	3	30
31	CYPOP 43	Improving the attendance of children and young people in statutory education	M/601/1377	5	3	40
32	SCMP 2	Promote the well being and resilience of children and young people	F/600/9780	4	3	30
33	CYPOP 9	Provide information and advice to children and young people	A/601/1334	3	3	22
34	LDSSMP 1	Support children and young people to achieve their education potential	D/600/9785	4	3	30
35	LDSSMP 2	Support children and young people to make positive changes in their lives	M/600/9788	4	3	27
36	YOP10-03	Support young people in relation to sexual health and risk of pregnancy	F/502/5242	2	3	10
37	CYPOP 8	Support young people to develop, implement and review a plan of action	M/601/1329	3	3	25
38	YPO07	Support young people who are socially excluded or excluded from school	R/502/5231	2	3	10

Optional Group E: Supporting the wider work of the school

OCR Unit No	Sector Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
39	TDA 2.20	Assist in the administration of medication	A/601/9420	4	2	25
40	TDA 3.9	Invigilate tests and examinations	Y/601/7416	3	3	19
41	TDA 3.25	Lead an extra-curricular activity	A/601/8333	3	3	16
42	TDA 3.26	Maintain learner records	Y/601/8338	3	3	12
43	TDA 3.27	Monitor and maintain curriculum resources	D/601/8342	3	3	14
44	TDA 3.28	Organise travel for children and young people	H/601/8357	2	3	12
45	TDA 3.29	Supervise children and young people on journeys, visits and activities outside of the setting	H/601/8360	3	3	15
46	LLUK/PS A	Work in partnership with parents to engage them with their children's learning and development in school	A/602/1846	6	3	31

Optional Group F: Working with colleagues

OCR Unit No	Sector Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
47	TDA 3.30	Work with other practitioners to support children and young people	R/601/8368	3	3	15
48	MSC D6	Plan, allocate and monitor work of a team	Y/600/9669	5	3	25
49	MSC B6	Provide leadership and direction for own area of responsibility	T/600/9601	5	4	30
50	MSC B5	Set objectives and provide support for team members	M/600/9600	5	3	35
51	CCLD 425	Support learning and development within own area of responsibility	M/600/9676	5	4	25
52	ASDAN TW3	Team working	A/501/5163	3	3	30

6.2 Units

Units can be downloaded from the qualification webpages.

Level 3 Certificate in Supporting Teaching and Learning in Schools

<http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-supporting-teaching-and-learning-in-schools-level-3-certificate-04468/>

Level 3 Certificate in Cover Supervision of Pupils in Schools

<http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-cover-supervision-of-pupils-in-schools-level-3-certificate-04469/>

Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

<http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-specialist-support-for-teaching-and-learning-in-schools-level-3-diploma-04470/>

7 Mapping and Signposting

7.1 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

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

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

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

Health and Social Care (Skills for Care and Development)

Each unit contains details of the signposting to the NOS.

7.2 Functional skills signposting

Training provided for these qualifications 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.

8 Further Support and Information

8.1 Feedback and enquiries

If centres have any comments or enquiries about the qualifications in this handbook, please contact the Customer Contact Centre:

Write to: Customer Contact Centre
OCR
Progress House
Westwood Way
Coventry
CV4 8JQ

Telephone: 024 76 851509
Fax: 024 76 421944
Email: vocational.qualifications@ocr.org.uk

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

8.2 Complaints

All complaints will be handled sensitively and speedily and used to inform how our service to customers can be improved.

If centres are not satisfied with a product or service OCR has provided please follow the process set out in the [complaints policy](#).

We can be contacted:

by post –write to:
Director of Assessment Standards
OCR
1 Hills Road
Cambridge
CB1 2EU

by email – send an email to complaints@ocr.org.uk

by phone/fax – contact our Customer Contact Centre:
Telephone: 024 76 851509
Fax: 024 76 421944

8.3 Our professional development programme (CPD)

As part of our teacher training we offer a broad range of courses. We're constantly looking for ways to improve the support we offer you and to make our professional development programme more accessible and convenient to all.

To find out more about what is available, please visit our website at <https://www.cpdhub.ocr.org.uk/>.

8.4 Useful documents and links

OCR's Administration area <http://www.ocr.org.uk/administration/>
OCR's [What is malpractice?](#)

JCQ Publications at <http://www.jcq.org.uk>
Access Arrangements and Reasonable Adjustments

Special Consideration

Suspected Malpractice in Examinations and Assessments

Ofqual at <http://ofqual.gov.uk/how-we-regulate/regulatory-documents/>

9 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