

Learning and Development

OCR Level 4 Award in Learning and Development

OCR Level 4 Diploma in Learning and Development

Scheme codes 10231 and 10232

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:

| OCR entry code | Title | Qualification Number |
|----------------|---|----------------------|
| 10231 | OCR Level 4 Award in Learning and Development | 600/2665/0 |
| 10232 | OCR Level 4 Diploma in Learning and Development | 600/2545/1 |

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 Learning and Development suite of qualifications

The OCR Learning and Development suite of qualifications provides candidates with high quality, nationally recognised qualifications. They are vocationally-related, credit-based qualifications that provide valuable opportunities for individuals to develop skills, gain underpinning knowledge and understanding and demonstrate competence in the workplace or provide progression to further study in the Further Education (FE) and Higher Education (HE) Learning and Development sector. They relate to National Occupational Standards (NOS). Candidates selecting the management endorsement options may wish to progress on to the higher level OCR Management and Team Leading qualifications.

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

These qualifications are regulated in the Qualifications and Credit Framework and appear on the Register of Regulated Qualifications. They are supported by The Learning and Skills Improvement Service (LSIS), the sector body for the lifelong learning sector.

1.2 Administration arrangements for these qualifications

A separate publication, the *Admin guide: Vocational Qualifications*, provides details of the administration arrangements for these qualifications, which is available to download from our website: <http://www.ocr.org.uk/i-want-to/admin-guides/>.

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 at www.ocr.org.uk.

1.5 Documentation updates

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

2 General information

2.1 Qualification profile

| | | | | |
|---|--|-------|-----|-----|
| Title | OCR Level 4 Award in Learning and Development | | | |
| OCR code | 10231 | | | |
| QN | 600/2665/0 | | | |
| Level | This is a regulated qualification in the Qualifications and Credit Framework (QCF) at Level 4 | | | |
| Qualification structure | To achieve this qualification, candidates must achieve a total of 12 credits. Candidates must achieve 6 credits from Mandatory Group A, and the remaining 6 credits from Optional Group B. | | | |
| Age group approved | Pre-16 | 16-18 | 18+ | 19+ |
| | | | | ✓ |
| This qualification is suitable for | <ul style="list-style-type: none"> • Candidates studying in preparation for employment in the Learning and Development sector. • Candidates wishing to gain a Level 4 qualification to support further study in Further Education (FE) and Higher Education (HE) in the Learning and Development sector. | | | |
| 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 | For details on eligibility for public funding please refer to the following websites: http://www.dcsf.gov.uk/section96/ http://skillsfundingagency.bis.gov.uk/ | | | |
| Performance figures | For information on this qualification's contribution to performance measurement please see the Ofqual's Register of Regulated Qualifications http://register.ofqual.gov.uk/ | | | |
| Last entry date* | 31/12/2017 | | | |

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

| | | | | |
|---|---|-------|-----|-----|
| Title | OCR Level 4 Diploma in Learning and Development | | | |
| OCR code | 10232 | | | |
| QN | 600/2545/1 | | | |
| Level | This is a regulated qualification in the Qualifications and Credit Framework (QCF) at Level 4 | | | |
| Qualification structure | <p>To achieve this qualification, candidates must achieve a total of 45 credits.</p> <p>Candidates must achieve 12 credits from Mandatory Group A and the remaining 33 credits can be taken from Optional Group B or C.</p> <p>A minimum of 18 credits must be taken from Optional Group C* to achieve the endorsement (Management).</p> <p>23 credits or more must be achieved at Level 4.</p> <p>If selected, each of units 15 and 16 must be taken in combination with unit 14. However, unit 14 can be taken without being linked to any other units.</p> <p>If selected, unit 18 must be taken in combination with unit 17. However, unit 17 can be taken without being linked to any other units.</p> | | | |
| Age group approved | Pre-16 | 16-18 | 18+ | 19+ |
| | | | | ✓ |
| This qualification is suitable for | <ul style="list-style-type: none"> • Candidates studying in preparation for employment in the Learning and Development sector • Candidates wishing to gain a Level 4 qualification to support further study in Further Education (FE) and Higher Education (HE) in the Learning and Development sector • Candidates wishing to gain a management endorsement and progress to higher level OCR Management and Team Leading qualifications. | | | |
| 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 | <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 Register of Regulated Qualifications http://register.ofqual.gov.uk/</p> | | | |
| Last entry date* | 31/12/2017 | | | |

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

2.2 Target market

The OCR Learning and Development qualifications are work-oriented and are suitable for those who have real work experience. They are open to candidates of any age, of either gender and there are no barriers on grounds of race, creed or previous academic attainment or learning. Candidates are expected to have sufficient standards of communication and number skills to carry out the work described in the standards.

The Level 4 Award in Learning and Development qualification is suitable for:

- Candidates who wish to get a 'grounding' in learning and development at a higher level as they wish to become advanced practitioners in the future but currently have no opportunity to practise at this level; are entering the field of learning and development practice and need to demonstrate a minimum 'threshold' level of competence to facilitate learning and development of limited scope
- Candidates who wish to demonstrate a minimum 'threshold' level of competence in advanced practice or operational management of learning and development provision
- Candidates who wish to demonstrate continuing professional development at this level in either learning and development or the management of learning and development provision.

The Level 4 Diploma in Learning and Development qualification is suitable for:

- Learning and development practitioners with relatively complex skills and significant autonomy who work across several, if not all, phases of the learning and development cycle
- Candidates who manage learning and development provision at the operational level
- Candidates whose job roles involve a mixture of practice and management.

2.3 Qualification aims

Extensive research led to the development of the new Learning and Development qualifications. For example, the National Occupational Standards were reviewed over a 9-month period, involving practitioners, managers, and organisations from the sector. Awarding body organisations, sector skills councils, regulators and key stakeholder groups were also consulted during the process. The outcome of the research resulted in the new Learning and Development qualifications.

The new qualifications are designed for candidates who facilitate learning and development by; identifying the learning needs of individuals, preparing learning and development resources, and by creating an engaging learning environment. The candidates may be involved with developing and assessing the skills, knowledge and competence of learners primarily in the workplace or in work-related programmes of learning.

It is recognised that employment in a learning and development role involves a diverse range of functions, tasks and activities which are constantly developing in light of technological advances and changes in working practices. Learning and development may involve more specialised tasks such as evaluation and the analysis of data or delivery of training using information technology. It is recognised that individuals and employers must be responsible for gaining the skills needed to

meet ever changing business objectives, which will in turn lead to improvement in efficiency and effectiveness throughout organisations. As these qualifications assess a candidate's competence against the National Occupational Standards for Learning and Development at Level 4, candidates must prove they are competent in a wide range of learning and development activities. For example, in the Level 4 Diploma in Learning and Development, candidates must demonstrate that they are evaluating and developing their own practice.

The types of job roles that these qualifications apply to may include:

- in-house trainers and training managers
- external trainers, managers and consultants
- workplace managers and supervisors
- experienced staff with responsibility for developing colleagues with less experience, skills and knowledge
- assessors
- verifiers.

2.4 Entry requirements

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

All centre staff involved in the assessment or delivery of these qualifications should understand the requirements of the qualification and match them to the needs and capabilities of individual candidates before entering them as candidates for 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 Level 4 Award in Learning and Development or Level 4 Diploma in Learning and Development. 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* available to download from <http://www.ocr.org.uk/i-want-to/admin-guides/>

2.6 Progression opportunities

Candidates will be able to progress from:

- the Level 4 Award in Learning and Development to the Level 4 Diploma in Learning and Development.

Candidates selecting the management endorsement options may wish to progress on to the higher level OCR Management and Team Leading qualifications.

Furthermore, the Level 4 Diploma integrates with the Level 3 Awards and Certificate in Assessment by including their units within optional groups. Therefore, any candidate who achieves one or more of the level 3 assessment qualifications will have some credit towards the Level 4 Diploma in Learning and Development.

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 units 14, 15, and 16 candidates will need to understand issues such as legal responsibilities in terms of confidentiality. All three units also require candidates to evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment.

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.

Health and safety issues and their application are an integral part of Units 14, 15 and 16. In these units, candidates will need to understand the legislative requirements as they assess in any context or environment.

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

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

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

2.11 Mode of delivery

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

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

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

2.12 Resources

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

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

In addition, each unit will contain guidance on the resources required. 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* and the *JCQ Instructions for Conducting Examinations*, available on the OCR website www.ocr.org.uk.

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

2.13 Delivery in Wales and Northern Ireland

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

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

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

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

2.14 Access arrangements and special consideration

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

It is important, therefore, that centres identify as early as possible whether candidates have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and select an appropriate qualification or adjustment that will allow them to demonstrate attainment.

The responsibility for providing adjustments to assessment is one which is shared between OCR and the centre. Centre staff should consult the Joint Council of Qualifications' (JCQ) booklet *Access Arrangements, Reasonable Adjustments and Special Consideration* www.jcq.org.uk/.

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

For further guidance on access arrangements and special consideration please refer to OCR's *Admin guide: Vocational Qualifications* available to download from our website <http://www.ocr.org.uk/i-want-to/admin-guides/>

2.15 Results enquiries and appeals

Please refer to the *Admin guide: Vocational Qualifications* which can be downloaded from our website <http://www.ocr.org.uk/i-want-to/admin-guides/>

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

* The Head of Centre is defined as the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, eg the Principal of a College, the Head Teacher of a school, the Managing Director of a Private Training Provider or the Group Training Manager of a major company.

3 Assessment

3.1 Assessment: How it works

In order for candidates to be able to effectively progress towards meeting the requirements of each assessment criterion, teachers/tutors must make sure that the supporting knowledge, understanding and skills requirements for each criterion are fully addressed. The identified knowledge, understanding and skills in the unit are not exhaustive and may be expanded upon or tailored to particular contexts to which the unit is being taught and the assessment criteria applied.

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

Level 4 Award in Learning and Development

There is no requirement for each unit to be assessed separately. Assessors are advised to adopt a holistic approach and, where possible, to use one activity as evidence for learning outcomes and assessment criteria for two or more units.

Unit 2 – Principles, theories and practices of learning and development must be assessed using methods appropriate to the assessment of knowledge and understanding.

The remaining units require performance evidence of the practitioner working with real learners/staff/customers in a real organisational context. Primary assessment methods must include:

- observation of performance in a work environment; and
- examining products of work.

Supplementary evidence for these units may be gathered by:

- questioning
- discussion
- use of others (witness testimony); and
- looking at practitioner statements.

Simulations are not allowed in these units

Recognition of prior learning is encouraged throughout the qualification.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Level 4 Diploma in Learning and Development

There is no requirement for each unit to be assessed separately. Assessors are advised to adopt a holistic approach and, where possible, to use one activity as evidence for learning outcomes and assessment criteria for two or more units.

- observation of performance in a work environment; and
- examining products of work.

Supplementary evidence for these units may be gathered by:

- questioning
- discussion
- use of others (witness testimony); and
- looking at practitioner statements.

Simulations are not allowed in these units

Recognition of prior learning is encouraged throughout the qualification.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Specific Evidence Requirements for the Assessment and Quality Assurance Units

Unit 15 – Assess occupational competence in the work environment

The aim of this unit is to assess the practitioner's performance in assessing occupational competence in an individual's work environment. There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be *performance evidence* for the following assessment methods:

- observation of performance in the work environment
- examining products of work; and
- questioning the learner.

Simulations are not allowed for this unit

Other forms of evidence will be acceptable for the remaining assessment methods:

- discussing with the practitioner
- use of others (witness testimony)
- looking at practitioner statements; and
- recognising prior learning.

The practitioner's performance evidence must be assessed by observation, examining the products of work and questioning/discussions.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

There must be evidence of the practitioner carrying out at least two assessments of two learners' occupational competence (four assessments in total). This occupational competence must not be in assessment itself. In other words, evidence for this unit must not come from assessing another candidate assessor who in turn is assessing someone else.

Unit 16 – Assess vocational skills, knowledge and understanding

The aim of this unit is to assess the practitioner's performance in assessing vocational skills, knowledge and understanding in environments other than the workplace, for example, workshops, classrooms or other training environments. There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be *performance evidence* for at least three of the following assessment methods:

- assessments of the learner in simulated environments
- skills tests
- oral and written questions
- assignments
- projects
- case studies; and/or
- recognising prior learning.

Simulations are not allowed for this unit.

Other forms of evidence will be acceptable for the remaining assessment methods.

The practitioner's performance evidence must be assessed by observation, examining the products of work and questioning/discussions.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

There must be evidence of the practitioner carrying out at least two assessments of two learners' skills, knowledge and understanding (four assessments in total).

Unit 18 – Internally assure the quality of assessment

The aim of this unit is to assess the practitioner's performance in assuring the quality of assessment from within an organisation or assessment centre.

All learning outcomes in this unit must be assessed using methods appropriate to the practitioner's performance. These must include:

- observation of performance
- examining products of work; and
- questioning.

Direct evidence of this kind may be supplemented, where necessary, by professional discussion, reflective accounts or witness testimony.

Simulations are not allowed for this unit

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Evidence must come from the practitioner's performance in the work environment. There must be evidence of the Internal Quality Assurance (IQA) candidate monitoring a minimum of two assessors, each with a minimum of two candidates of their own, through components of a qualification.

Centre assessed and OCR verified

Centres will appoint suitable qualified assessors and internal quality assurers for these qualifications. All candidate evidence will be assessed and internally quality assured by the centre.

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.

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.

In line with the Learning and Development standard A1, assessors should:

- plan with the candidates
- assess candidate performance, knowledge and understanding
- look at the evidence
- question and give feedback to the candidate working towards these qualifications.

They should also be satisfied that the candidate has demonstrated competence when meeting the assessment criteria.

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

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

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 'data protection' as evidence towards the requirement of unit 41 'Use and develop methods and systems to communicate records and report', unless developed by the candidate, as it would not allow for valid assessment. 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 2.14 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.

OCR in partnership with LSIS and other awarding bodies have identified the following 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 [Professional discussion](#)).

3.6 Examining the evidence

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

Evidence can:

- reflect how the candidate carried out the process
- 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 an observation record, an assessment plan, records of assessment etc.

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

3.7 Observation

Only approved and qualified assessors (see [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 [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.

Recognition of Prior Learning

Within the QCF, recognition of prior learning (RPL) is defined as 'A method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.' (*Regulatory arrangements for the Qualifications and Credit Framework Ofqual/08/3726*). OCR encourages the use of RPL and centres should advise their learners that they can bring forward any relevant learning (gained either informally or formally) so that, it can be assessed against the assessment criteria specified in the unit, or units, the learner aims to complete. It is important that centres make it clear to their learners that the RPL process is concerned with how the learner has acquired the knowledge, understanding or skills, it does not mean the learner is exempt from the assessment.

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

3.14 Real work

The knowledge-based units, such as Units 2, 14 and 17, aim to assess the candidate's knowledge and understanding of the principles and practice that underpin learning and development, assessment, and of internally assuring the quality of assessment. All learning outcomes in these units must be assessed using methods appropriate to the assessment of knowledge and understanding but not necessarily in the workplace.

The remaining units require that all assessment of a candidate's performance 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 in conjunction with the LSIS.

3.16 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.

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

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

Whilst there are no restrictions on the number of times that a candidate can resubmit evidence, it is the responsibility of the 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.

3.17 Medium that can be used

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

3.18 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.

OCR may accept some evidence from candidates who have been assessed in a language other than English, Welsh or Irish as long as there is enough evidence to show that candidates are competent in English, Welsh or Irish to the standard required for competent performance throughout the UK.

3.19 Cumulative assessment record (CAR)

As well as collecting evidence, candidates must record all their assessed evidence in their personal **cumulative assessment record (CAR)**. The CAR is the candidate's record of what evidence has been accepted as proof of competence and where that evidence can be found. It can also be used to record progress towards, and achievement of units.

Filling in the CAR is an ongoing process involving discussion and agreement between the candidate and their assessor. The candidate should fill in and keep the CAR while working towards their qualification. An assessor may help the candidate complete the CAR if necessary.

Centres can design their own recording documents if they want to. You should talk about any document you want to use with your external verifier before you use them. OCR's publication *Admin guide: Vocational Qualifications* includes information and criteria for designing recording documents.

We have provided other forms and recording documents which assessors and candidates might want to use for this/these qualification(s) on the OCR website www.ocr.org.uk.

3.20 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.

Internal verifiers must agree the use of simulated activities before they take place and must sample all evidence produced through simulated activities (see [Simulation](#)).

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

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 (on-going decision making), summative assessment decisions and feedback to the candidate.

4 Assessor and Internal Verifier Requirements

4.1 Assessment Centre Requirements

The Assessment Centre must:

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

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

4.2 Assessors

All those who assess these qualifications must:

- have up-to-date working knowledge and experience of best practice in learning and development.
- be occupationally competent in the units they are assessing
- hold one of the following qualifications or their recognised equivalent:
 - the Level 3 Award in Assessing Competence in the Work Environment, or
 - the Level 3 Certificate in Assessing Vocational Achievement, or
 - A1 Assess candidate performance using a range of methods, or
 - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence, and

- show current evidence of continuing professional development in learning and development.

4.3 Internal verifiers

All those who provide internal quality assurance for these qualifications must:

- have up-to-date working knowledge and experience of best practice in learning and development
- be occupationally competent in the units they are quality assuring
- hold one of the following assessor qualifications or their recognised equivalent:
 - the Level 3 Award in Assessing Competence in the Work Environment, or
 - the Level 3 Certificate in Assessing Vocational Achievement, or
 - A1 Assess candidate performance using a range of methods, or
 - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence.
- hold, or be working towards, one of the following internal quality assurance qualifications or their recognised equivalent
 - the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, or
 - the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, or
 - V1 Conduct Internal Quality Assurance of the Assessment Process, or
 - D34 Internally Verify the Assessment Process, and
- show current evidence of continuing professional development in learning and development, assessment and quality assurance.

5 Certification

Candidates who achieve the full qualification will receive:

- unit certificate listing the unit or units achieved, with their related credit value and the unit reference number(s)
- a certificate giving the full qualification title and the qualification number.

Candidates achieving one or more units but who do not meet the credit requirements for a full qualification will receive a certificate listing the units they have achieved along with their credit value.

5.1 Claiming certificates

Certificates will be issued directly to the centre for successful candidates. In order to ensure that these are automatically issued, centres must ensure that the OCR candidate number is **always** used where a candidate has already achieved one or more units. See the *Admin guide: Vocational Qualifications* <http://www.ocr.org.uk/i-want-to/admin-guides/> 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.

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 4 Award in Learning and Development

(Qualification Number 600/2665/0)

To be awarded this qualification, candidates must achieve a total of 12 credits made up of 6 credits from the Mandatory Group A and 6 credits from Optional Group B.

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

Group A - Mandatory Units

| OCR Unit No | Unit title | Unit Reference No (URN) | Credit value | Level | GLH |
|-------------|--|-------------------------|--------------|-------|-----|
| 3 | Principles, theories and practices of learning and development | D/502/9542 | 6 | 4 | 25 |

Optional Group B

| OCR Unit No | Unit title | Unit Reference No (URN) | Credit value | Level | GLH |
|-------------|---|-------------------------|--------------|-------|-----|
| 4 | Identify the learning needs of organisations | H/502/9543 | 6 | 4 | 30 |
| 6 | Develop learning and development programmes | M/502/9545 | 6 | 4 | 30 |
| 13 | Evaluate and improve learning and development provision | L/502/9553 | 6 | 4 | 25 |
| 24 | Provide leadership and direction for own area of responsibility | T/600/9601 | 5 | 4 | 30 |
| 27 | Plan, allocate and monitor work in own area of responsibility | H/600/9674 | 5 | 4 | 19 |
| 31 | Manage the achievement of customer satisfaction | A/600/9793 | 5 | 4 | 25 |

OCR Level 4 Diploma in Learning and Development

(Qualification Number 600/2545/1)

To be awarded this qualification, candidates must achieve a total of 45 credits, made up of 12 credits from Mandatory Group A and the remaining 33 credits can be taken from Optional Group B or C.

A minimum of 18 credits must be taken from Optional Group C* to achieve the endorsement (Management).

23 credits or more must be achieved at Level 4.

If selected, each of units 15 and 16 must be taken in combination with unit 14. However, unit 14 can be taken without being linked to any other units.

If selected, unit 18 must be taken in combination with unit 17. However, unit 17 can be taken without being linked to any other units.

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

Group A - Mandatory Units

| OCR Unit No | Unit title | Unit Reference No (URN) | Credit value | Level | GLH |
|-------------|---|-------------------------|--------------|-------|-----|
| 2 | Reflect on and improve own practice in learning and development | J/502/9552 | 6 | 4 | 30 |
| 3 | Principles, theories and practices of learning and development | D/502/9542 | 6 | 4 | 25 |

Optional Group B

| OCR Unit No | Unit title | Unit Reference No (URN) | Credit value | Level | GLH |
|-------------|--|-------------------------|--------------|-------|-----|
| 4 | Identify the learning needs of organisations | H/502/9543 | 6 | 4 | 30 |
| 5 | Identify individual learning and development needs | K/502/9544 | 3 | 3 | 24 |
| 6 | Develop learning and development programmes | M/502/9545 | 6 | 4 | 30 |
| 7 | Plan and prepare specific learning and development opportunities | T/502/9546 | 6 | 3 | 20 |
| 8 | Develop and prepare resources for learning and development | A/502/9547 | 6 | 4 | 25 |
| 9 | Facilitate learning and development in groups | F/502/9548 | 6 | 3 | 25 |
| 10 | Facilitate learning and development for individuals | J/502/9549 | 6 | 3 | 25 |
| 11 | Manage learning and development in groups | A/502/9550 | 6 | 4 | 30 |
| 12 | Engage learners in the learning and development process | F/502/9551 | 6 | 3 | 30 |

| OCR Unit No | Unit title | Unit Reference No (URN) | Credit value | Level | GLH |
|-------------|--|-------------------------|--------------|-------|-----|
| 13 | Evaluate and improve learning and development provision | L/502/9553 | 6 | 4 | 25 |
| 14 | Understanding the principles and practices of assessment | D/601/5313 | 3 | 3 | 24 |
| 15 | Assess occupational competence in the work environment (must be paired with unit 14) | H/601/5314 | 6 | 3 | 30 |
| 16 | Assess vocational skills, knowledge and understanding (must be paired with unit 14) | F/601/5319 | 6 | 3 | 30 |
| 17 | Understanding the principles and practice of internally assuring the quality of assessment | T/601/5320 | 6 | 4 | 45 |
| 18 | Internally assure the quality of assessment (must be taken in combination with unit 17) | A/601/5321 | 6 | 4 | 45 |
| 19 | Provide information and advice to learners and employers | R/502/9554 | 3 | 3 | 20 |
| 20 | Engage with employers to develop and support learning provision | Y/502/9555 | 6 | 3 | 25 |
| 22 | Engage with employers to facilitate workforce development | D/502/9556 | 6 | 4 | 30 |

Optional Group C* (Management Units)

| | | | | | |
|----|--|------------|---|---|----|
| 23 | Develop and evaluate operational plans for own area of responsibility | Y/600/9588 | 6 | 5 | 25 |
| 24 | Provide leadership and direction for own area of responsibility | T/600/9601 | 5 | 4 | 30 |
| 25 | Manage or support equality of opportunity, diversity and inclusion in own area of work | M/600/9628 | 4 | 3 | 20 |
| 26 | Work productively with colleagues and stakeholders | M/600/9662 | 6 | 5 | 30 |
| 27 | Plan, allocate and monitor work in own area of responsibility | H/600/9674 | 5 | 4 | 25 |
| 28 | Set objectives and provide support for team members | M/600/9600 | 5 | 3 | 35 |
| 29 | Developing collaborative relationships with other organisations | T/600/9694 | 7 | 5 | 30 |
| 30 | Manage a budget for own area of activity or work responsibility | A/600/9695 | 7 | 5 | 30 |
| 31 | Manage the achievement of customer satisfaction | A/600/9793 | 5 | 4 | 25 |

6.2 Unit format

The format of OCR's units is detailed below.

Unit title

This is a summary of the content of the unit.

OCR unit number

This is the unit number allocated by OCR.

Level

This is the QCF level of the unit.

Credit value

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

Guided learning hours (glh)

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

Unit accreditation number

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

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.

Assessment

This section details how the assessment criteria will be assessed.

Evidence requirements

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

Guidance on assessment and evidence requirements

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

National Occupational Standards (NOS) mapping/signposting

This section provides signposting to the relevant National Occupational Standards.

6.3 Units

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

http://www.ocr.org.uk/qualifications/type/qcf/learn_dev/index.html

7 Administration arrangements

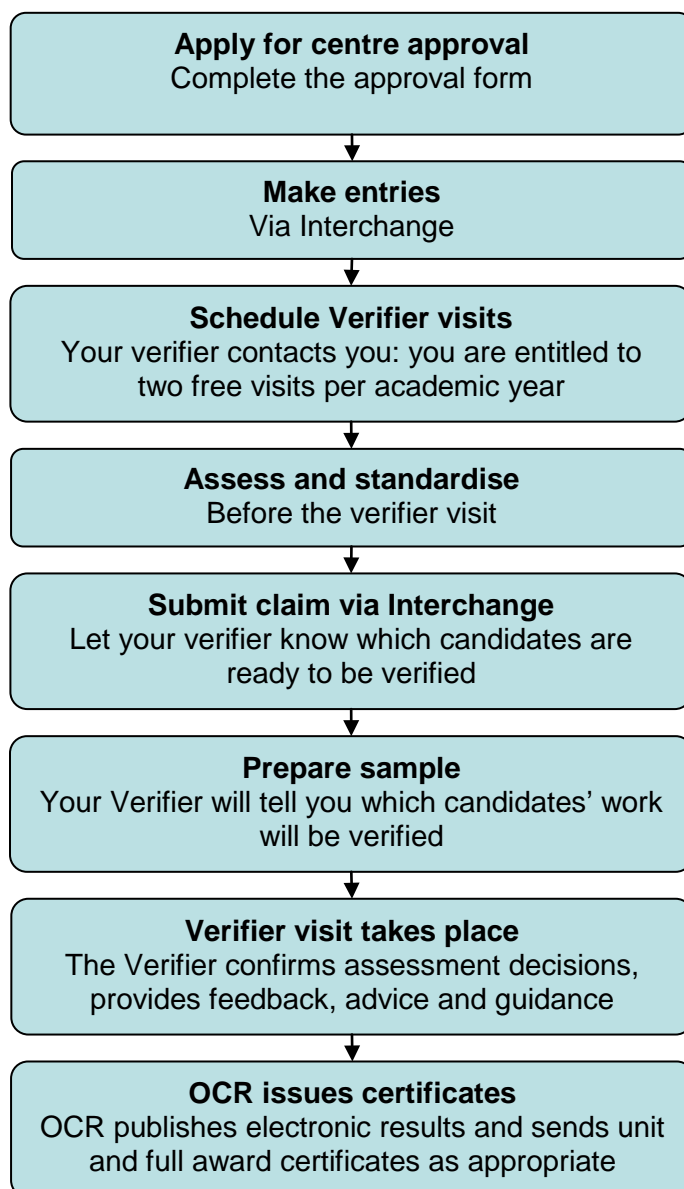
This section provides an overview of the administration arrangements operating for these qualifications. Please refer to the *Admin guide: Vocational Qualifications* for further information.

7.1 Overview of full process

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

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

Administration flowchart for verification



8 Guidance for Candidates

8.1 What are the Learning and Development Qualifications?

These qualifications aim to:

1. reflect the work of those who provide support to learners, and directly develop and/or deliver learning and development programmes. It is likely that their role or part of their role will be one of trainer, instructor, coach or mentor
2. prepare candidates for employment in a job that involves learning and development
3. improve the essential knowledge, understanding and skills required for employment in a learning and development role, whilst employed
4. update the knowledge skills and understanding of those already employed in a learning and development role to improve their performance
5. recognise the candidate's competence in the provision of learning and development to National Occupational Standards

8.2 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:

OCR Level 4 Award in Learning and Development

To achieve the award you must achieve a total of 12 credits, 6 credits from Mandatory Group A, and the remaining 6 credits from the Optional Group B.

OCR Level 4 Diploma in Learning and Development

To be awarded the Diploma, you must achieve a total of 45 credits, 12 credits must be taken from Mandatory Group A and the remaining 33 credits can be taken from Optional Group B or C.

In order to achieve the management endorsement, a minimum of 18 credits must be taken from Optional Group C*.

If selected, each of units 15 and 16 must be taken in combination with unit 14. However, unit 14 can be taken without being linked to any other units.

If selected, unit 18 must be taken in combination with unit 17. However, unit 17 can be taken without being linked to any other units.

8.3 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.

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

These qualifications are designed for candidates wishing to gain an appropriate qualification for the purposes of working in the learning and development sector.

These qualifications may also form a progression route to higher level courses such as higher education qualifications in management or education for example.

8.5 How are the units assessed?

All of the units are assessed by the centre assessment staff, they will be internally verified by the centre and externally verified by OCR.

8.6 Do I need to pass all of the units?

The units that need to be passed in order to achieve a full Level 4 Award in Learning and Development or a Level 4 Diploma in Learning and Development 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 Mapping and Signposting

9.1 National Occupational Standards (NOS) Mapping

These qualifications provide a key progression route between education and employment (or further study/training leading to employment). They are directly relevant to the needs of employers and relate to the Learning and Development National Occupational Standards (NOS) in 'Standard 1 Identify collective learning and development needs', 'Standard 2 Identify individuals' learning and development needs', 'Standard 3 Plan and prepare learning and development programmes', 'Standard 4 Plan and prepare specific learning and development opportunities', 'Standard 5 Develop and prepare resources for learning and development', 'Standard 6 Manage learning and development in groups', 'Standard 7 Facilitate individual learning and development', 'Standard 8 Engage and support learners in the learning and development process', 'Standard 9 Assess learner achievement', 'Standard 10 Reflect on, develop and maintain own skills and practice in learning and development', 'Standard 11 Internally monitor and maintain the quality of assessment' and 'Standard 13 Evaluate and improve learning and development provision'.

Links can also be made to the 'Management and Leadership' National Occupational Standards suite, LSIS Engaging Employers National Occupational Standards 2010, Standard 1 and Standard 2, and National Occupational Standards for Learning, Development and Support Services (LDSS) (2009).

Each unit contains details of the signposting to the NOS.

10 Further Support and Information

This Centre Handbook and the Admin guide: Vocational Qualifications which is available to download from our website <http://www.ocr.org.uk/i-want-to/admin-guides/> contain the information needed to deliver and administer these qualifications. If there are any queries about these please see below for contact details. Support is also available on the OCR webpages at www.ocr.org.uk.

10.1 Interchange

OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate, free access to candidate information at your convenience. Sign up at <https://interchange.ocr.org.uk>.

10.2 Customer feedback and enquiries

We welcome feedback from customers on all aspects of our provision. If you have any comments or enquiries about the qualifications in this handbook, you can get in touch with our customer contact advisers. You can:

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

email: vocational.qualifications@ocr.org.uk

telephone: 024 76 851509

fax: 024 76 851633

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

10.3 Complaints

We deal with all complaints sensitively and speedily and use them to help us improve our service.

If you're not satisfied with a product or service we've provided, please follow the process set out in our [complaints policy](#).

You can:

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

email: complaints@ocr.org.uk

telephone: 024 76 851509

fax: 024 76 421944

10.4 Results enquiries

Please refer to the *Admin guide: Vocational Qualifications* which can be downloaded from our website <http://www.ocr.org.uk/i-want-to/admin-guides/>

10.5 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/>, or you can:

write to: CPD Services
Progress House
Westwood Way
Coventry
CV4 8JQ

email: cpdhub@ocr.org.uk

telephone: 02476 496 398

fax: 02476 496 399

10.6 Documents related to these qualifications

| | |
|--|---|
| <i>Admin guide: Vocational Qualifications (A850)</i> | http://www.ocr.org.uk/i-want-to/admin-guides/ |
| <i>Making entries for Vocational qualifications via Interchange</i> | http://www.ocr.org.uk/ocr-for/teachers/interchange/step-by-step-guides/ |
| <p>JCQ publications:</p> <ul style="list-style-type: none"> – <i>Access Arrangements, Reasonable Adjustments and Special Consideration</i> – <i>Instructions for Conducting Examinations</i> – <i>Suspected Malpractice in Examinations and Assessments</i> | http://www.jcq.org.uk/exams-office/ |

11 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 |

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| 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 |

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| 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 |