OCR
RECOGNISING ACHIEVEMENT

QCF

Health and Social Care

Level 2 Certificate in Dementia Care

Level 3 Certificate in Dementia Care

Scheme codes 05920, 05922

Centre Handbook

Contents

1   Introduction

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

OCR Level 2 Certificate in Dementia Care – scheme code 05920

OCR Level 3 Certificate in Dementia Care – scheme code 05922

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 Certificates in Dementia Care

The OCR Level 2 and 3 Certificates in Dementia Care provides candidates with high quality, nationally recognised qualifications. They are vocationally-related, credit-based qualifications that provide valuable opportunities for individuals to develop skills and gain underpinning knowledge and understanding of this specialised area of care. They support achievement of Functional Skills.

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

These qualifications have been accredited onto the Qualifications and Credit Framework (QCF). They are endorsed by Skills for Care and Development, the sector body for health and social care.

1.2   Administration arrangements for these qualifications

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

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

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

1.4   If centre staff have queries

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

1.5   Documentation updates

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

2 General information

2.1 Qualification profile

Title	OCR Level 2 Certificate in Dementia Care
OCR code	05920
QAN	501/0320/9 (Qualification Accreditation Number)
Level	This qualification has been accredited on to the Qualifications and Credit Framework (QCF) at Level 2
Qualification structure	To achieve this qualification, candidates must achieve a total of 18 credits, 14 must be achieved from 5 mandatory units plus a further 4 credits from a range of optional units.

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

This qualification is suitable for	Candidates already working in supportive care roles with individuals with dementia and who wish to have their knowledge and skills in this area of specialist practice recognised through the achievement of a nationally accredited qualification.
Entry requirements	There are no formal entry requirements for this qualification.
Assessment	Achievement of this qualification is graded as pass or fail only. This qualification is internally assessed and quality assured by centre staff and externally verified by OCR external verifiers. This qualification is linked to a person's ability to competently perform a range of tasks connected to their work.
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 National Database of Accredited Qualifications (NDAQ): http://www.accreditedqualifications.org.uk
Last entry date*	31/01/2015
Last certification date*	31/01/2017

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

Title	OCR Level 3 Certificate in Dementia Care
OCR code	05922
QAN	501/0321/0 (Qualification Accreditation Number)
Level	This qualification has been accredited on to the Qualifications and Credit Framework (QCF) at Level 3
Qualification structure	To achieve this qualification, candidates must achieve a total of 21 credits; 15 credits must be achieved from 4 mandatory units plus a further 6 credits from a range of optional units.

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

This qualification is suitable for	Candidates already working in care roles with individuals with dementia and who wish to have their knowledge and skills in this area of specialist practice recognised through the achievement of a nationally accredited qualification.
Entry requirements	There are no formal entry requirements for this qualification.
Assessment	Achievement of this qualification is graded as pass or fail only. This qualification is internally assessed and quality assured by centre staff and externally verified by OCR external verifiers. This qualification is linked to a person's ability to competently perform a range of tasks connected to their work.
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 National Database of Accredited Qualifications (NDAQ): http://www.accreditedqualifications.org.uk
Last entry date*	31/01/2015
Last certification date*	31/01/2018

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

2.2   Target market

The Level 2 and 3 Certificates in Dementia care are aimed at those who are already working in care roles with individuals with dementia and provide an opportunity to have their knowledge and skills recognised through the achievement of nationally accredited qualifications.

The qualification is open to learners from the age of 16 upwards, and there are no entry barriers on grounds of race, creed or previous academic attainment or learning.

2.3   Qualification aims

The Level 2 and 3 Certificates in Dementia Care provide an opportunity to develop knowledge and skills around the care of individuals with dementia. It is aimed at those who support individuals with dementia as part of their job role and cover areas of practice such as person centred working, communication and interaction, equality and diversity, individuals' rights and choices.

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   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.

2.6   Unique Learner Number (ULN)

It is an OFQUAL requirement that Awarding Bodies must capture the Unique Learner Number (ULN) for all candidates who have claimed certification for these qualifications. Where a candidate has a ULN, you should enter their number in the ULN field of the entry form. For candidates who do not have a ULN, a claim will still be accepted if you leave this field blank but OCR will not be able to send these achievements to the Diploma Aggregation Service. Further information about this can be found in the *Admin guide: Vocational Qualifications* (A850) available to down load from www.ocr.org.uk.

2.7   Progression opportunities

These qualifications are part of a suite of qualifications in dementia care and there are therefore opportunities to progress within the suite of qualifications. For example, a candidate achieving a Level 2 Certificate in Dementia Care may get recognition for higher level achievement by progressing to the Level 3 Certificate in Dementia care.

OCR offers a range of qualifications which are complementary to these qualifications, such as OCR's Diplomas in Health and Social Care. The units in the Certificates in Dementia Care also appear in the structure of the Diplomas in Health and Social Care and candidates will thus be able to use their achievement of units in these qualifications towards the achievement of the Diplomas.

2.8   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.

2.9   Wider issues

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

Spiritual, moral, ethical, social and cultural issues

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

For example, in Unit DEM 209 candidates will need to understand that an individual's values and beliefs can affect their attitudes towards individuals with dementia. This unit also deals with the

importance of making an individual with dementia feel valued and included and enabling them to engage in daily life.

In addition, Unit DEM 204 requires candidates to understand the importance of placing the individual with dementia at the centre of their approach.

Environmental issues, health and safety considerations and European developments

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

For example, Unit DEM 211 deals with approaches to enable the rights and choices for individuals with dementia whilst minimising risks. Candidates will need to understand key legislation and agreed ways of working that will ensure the fulfilment of rights and choices.

2.10 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.

The time it will take a learner to complete this qualification will depend on a number of things, for instance, level of experience or choice of units.

2.11 Funding

These qualifications are accredited at Levels 2 and 3 of the Qualifications and Credit Framework and are eligible for funding under Section 96 and/or Skills Funding Agency. For details on eligibility for public funding please refer to the following websites:

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

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

2.12 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.

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).

2.13 Resources

Staff conducting assessment must understand fully the requirements of these qualifications. Centres should ensure that appropriate physical resources are made available to candidates.

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

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

2.14 Delivery in Wales and Northern Ireland

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

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

We will provide specifications and supporting documentation in English.

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

2.15 Access arrangements

We aim to make sure that all candidates are given equal opportunity to demonstrate their skills.

OCR recognises that there are some candidates who can demonstrate attainment in the skills being assessed, but who may be disadvantaged by standard assessment arrangements. For these candidates standard assessment arrangements may be adjusted to enable them to compete on an equal basis with other candidates, provided that the adjustments do not compromise the integrity of the qualification(s).

Adjustments to standard assessment arrangements are made on the basis of the individual needs of candidates. This is to ensure that the adjustment will only compensate candidates for their particular difficulty without giving them an advantage over others.

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 JCQ publication *Access Arrangements and Special Consideration for General and Vocational Qualifications* for a description of their responsibilities and the procedures by which adjustments can be made.

For further guidance on specific assessment requirements of individual qualifications and appropriate adjustments to assessment, centres are advised to contact the relevant Qualifications Team at OCR's Coventry office.

2.16 Results enquiries and appeals

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

2.17 Centre malpractice guidance

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

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

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

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

3   Assessment

3.1   Assessment: How it works

It is the assessor's role to satisfy themselves that evidence is available to meet all assessment requirements for all learning outcomes and assessment criteria before they can decide that a candidate has completed a unit. Where questioning the candidate or simulation (if permitted) have been used, assessors must be satisfied that the candidate will be competent under these conditions or in these types of situations in the workplace in the future.

Candidates may claim accreditation of prior achievement for any of the units, as long as the evidence fully meets the criteria and the candidate can prove that it is all their own work. It is important that assessors are convinced that the competence claimed is still current. If the assessors have some doubts, they should take steps to assess the candidate's competence directly. An initial assessment of candidates is strongly recommended (see **Initial assessment**).

When assessors are satisfied that the learner 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   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.

3.3   Initial assessment of candidates

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

3.4   Assessment planning

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

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

•   finding the best way of assessing the candidate

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

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

3.5   Making assessment decisions

These qualifications contain a combination of units which assess the knowledge and understanding which underpins practice in this area as well as units which assess candidates' competence, ie their ability to competently carry out a range of tasks in the workplace. A combination of assessment methods will be adopted to meet the requirements of these knowledge based and competence based units.

Assessment decisions for competence-based learning outcomes, ie those identified in the unit assessment requirements as having to be made in the workplace, must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decisions must be within the real work environment.

Assessment decisions for competence based learning outcomes, ie those identified in the unit assessment requirements as having to be made in the workplace, must be made by an assessor qualified to make assessment decisions.

Competence based assessment **must include direct observation** as the main source of evidence.

Simulation may only be used as an assessment method for competence based learning outcomes 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

Expert witnesses must have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

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

Assessment of knowledge based learning outcomes, ie those not identified in the unit assessment requirements as having to be assessed in the workplace, may take place in or outside of a real work environment.

Assessment decisions for knowledge based learning outcomes must be made by an occupationally knowledgeable assessor who is qualified to make assessment decisions.

3.6 Methods of assessment

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

- valid

- reliable

- safe and manageable

- suitable to the needs of the candidate.

Valid

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

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

As well as assessment methods being valid, the evidence presented must also be valid. For example, it would not be sufficient to only provide an explanation of the key principles of the Mental Capacity Act 2005 as evidence towards the requirement of learning outcome 'Understand and use the Mental Capacity Act.

Reliable

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

Safe and manageable

Assessors and internal quality assurance personnel 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.

3.7 Summary of assessment methods

Direct observation of a candidate's performance in the workplace by the assessor will be the main source of evidence for competence based learning outcomes.

In addition to observation, assessors should work with the candidate to identify the best source of evidence and the best way of assessing the candidate for particular units. In addition to observation, other assessment methods which are suitable for these qualifications are:

- **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**).

3.8 Examining the evidence

Only approved and qualified assessors (see **Assessor and internal quality assurance 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.6

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 reports, case studies, lists of medication, service user/carer testimony, completed forms.

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.

3.9 Observation

Only approved and qualified assessors (see **Assessor and internal quality assurance requirements**) may carry out observations for the assessment of these qualifications.

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.

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.

3.10   Questioning

Only approved and qualified assessors (see **Assessor and internal quality assurance 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.

Where questioning the candidate or simulation (if permitted) has been used to assess competence based learning outcomes, assessors must be satisfied that the candidate can apply these skills in the workplace.

3.11   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.

3.12   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.

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.

An expert witness must:

- have a working knowledge of the QCF units on which their expertise is based

- be occupationally competent in their area of expertise

- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff

3.13   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.

3.14   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

- 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.

3.15   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

It is anticipated that, for these qualifications, underpinning knowledge and understanding will usually be inferred from candidates' performance in the workplace. Centres may also devise tasks/projects/assignments/assignments which candidates can complete to generate the evidence for knowledge based units and learning outcomes.

3.16   Real work

Candidates will have to be in a job role in order to generate the evidence for the competence based units in these qualifications.

Assessment decisions for competence based learning outcomes (eg those beginning with 'be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

3.17   Simulation

Simulation may only be utilised as an assessment method for competence based learning outcomes where this is specified in the assessment requirements of the unit.

Simulations should only be undertaken in the minority of cases, where the candidate is unable to complete the units because of the lack of opportunity within their practice,

- where performance is critical but events occur infrequently and yet a high degree of confidence is needed that the candidate would act appropriately

- where performance is critical, happens frequently but where there is risk of harm to the candidate in a real situation

- simulation may be used as a supplementary form of evidence.

Where simulations are used they **must** replicate working activities in a realistic workplace environment.

The use of simulation will be indicated in each unit. A realistic working environment is defined by an environment that replicates what is likely to happen when an individual is carrying out their normal duties and activities.

3.18 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.

3.19 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.

In order to achieve a unit, the evidence presented must satisfy all the assessment requirements and assessment criteria.

The quality and breadth of evidence provided should determine whether an assessor is confident that a candidate has met the learning outcomes and assessment criteria.

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.

3.20 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 that the candidate has met the criteria 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* (A850) 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 qualifications please see the OCR website www.ocr.org.uk.

3.21 Quality assurance – how it works

Internal quality assurance

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

Internal quality assurance personnel must agree the use of simulated activities before they take place and must sample all evidence produced through simulated activities (see section **Simulation**).

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.

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 Quality Assurance Requirements

4.1 Assessment centre requirements

The Assessment Centre must:

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

- Ensure that there are a sufficient number of people qualified to internally quality assure for the number of candidates and assessors

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

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

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

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

4.2 Assessors

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

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

Assessment decisions for knowledge based learning outcomes must be made by an assessor qualified to make assessment decisions. This means that the assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions, for example A1 or D32/D33 or their replacement qualifications.

Assessment decisions for competence based learning outcomes, eg those beginning with 'be able to', must be made by an occupationally competent assessor. This means that the 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.

Assessment decisions for competence based learning outcomes must be made by an assessor qualified to make assessment decisions. This means that the assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions, for example A1 or D32/D33 or their replacement qualifications.

4.3 Expert witnesses

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.

An expert witness must:

- have a working knowledge of the QCF units on which their expertise is based

- be occupationally competent in their area of expertise

- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff

4.4 Internal quality assurance personnel

Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

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

- be qualified to make quality assurance decisions, for example hold D34 or V1 or its replacement qualifications

- be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk critical nature of the work and the legal implications of the assessment process, internal quality assurance personnel must understand the nature and context of the assessors' work and that of their candidates. They 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 or occupationally knowledgeable, as appropriate, within the area they are assessing.

- maintain their occupational knowledge by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the sector.

- have an appropriate induction to the units, qualifications and the standards that they are internally quality assuring and have access to ongoing training and updating on current issues relevant to these qualifications.

Information on the induction and continuing professional development of internal verifiers must be made available to the external verifier.

5   Certification

Candidates who achieve the full qualification will receive:

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

- a certificate giving the full qualification title, for example

OCR Level 2 Certificate in Dementia Care

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

5.1   Claiming certificates

Certificates will be issued directly to the centre for successful candidates. In order to ensure that these are automatically issued centres must ensure that the OCR candidate number is **always** used where a candidate has already achieved one or more units. See the *Admin guide: Vocational Qualifications* (A850) for full details.

5.2   Replacement certificates

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

6   Qualification structure and units

6.1   Qualification structures

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

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

OCR Level 2 Certificate in Dementia Care

(Qualification Accreditation Number 501/0320/9)

To achieve this qualification, candidates must achieve a total of 18 credits; 14 credits must be achieved from 5 mandatory units plus a further 4 credits from a range of optional units as follows:

The following tables contain the groups of mandatory and optional units.

Group A – Mandatory units

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
1	DEM 201	Dementia Awareness	J/601/2874	2	2	17
2	DEM 204	Understand and implement a person centred approach to the care and support of individuals with dementia	F/601/3683	3	2	21
3	DEM 209	Equality, diversity and inclusion in dementia care practice	Y/601/9277	3	2	24
4	DEM 210	Understand and enable interaction and communication with individuals with dementia	A/601/9434	3	2	19
5	DEM 211	Approaches to enable rights and choices for individuals with dementia whilst minimising risks	H/601/9282	3	2	25

Group B – Optional units

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
6	ADV 301	Purpose and principles of independent advocacy	M/502/3146	4		25
7	ADV 305	Independent mental capacity advocacy	F/502/3295	12		35
8	CMH 301	Understand mental well-being and mental health promotion	F/602/0097	3		14
9	DEM 302	Understand and meet the nutritional requirements of individuals with dementia	T/601/9187	3		26
10	DEM 305	Understand the administration of medication to individuals with dementia using a person centred approach	K/601/9199	2		15
11	HSC2022	Contribute to the care of a deceased person	R/601/8256	3		24
12	HSC 2023	Contribute to supporting group care activities	L/601/9471	3		23
13	HSC 2031	Contribute to support of positive risk-taking for individuals	A/601/9546	3		27
14	HSC 3020	Facilitate person centred assessment, planning, implementation and review	H/601/8049	6		45
15	HSC 3047	Support use of medication in social care settings	F/601/4056	5		40
16	HSC 3048	Support individuals at end of life	T/601/9495	7		53
17	HSC2001	Provide support for therapy sessions	D/601/9023	2		14
18	LD202	Support person-centred thinking and planning	L/601/6442	5		34
19	SSOP 2.1	Introductory awareness of models of disability	Y/601/3446	2		15
20	SSOP 2.4	Contribute to supporting individuals in the use of assistive technology	H/601/3451	3		19

OCR Level 3 Certificate in Dementia Care

(Qualification Accreditation Number 501/0321/0)

To achieve this qualification, candidates must achieve a total of 21 credits; 15 credits must be achieved from 4 mandatory units plus a further 6 credits from a range of optional units as follows:

The following tables contain the groups of mandatory and optional units.

Group A – Mandatory units

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
1	DEM 301	Understand the process and experience of dementia	J/601/3538	3	3	22
2	DEM 304	Enable rights and choices of individuals with dementia whilst minimising risks	A/601/9191	4	3	26
3	DEM 312	Understand and enable interaction and communication with individuals who have dementia	Y/601/4693	4	3	30
4	DEM 313	Equality, diversity and inclusion in dementia care practice	F/601/4686	4	3	31

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
5	ADV 301	Purpose and principles of independent advocacy	M/502/3146	4	3	25
6	ADV 305	Independent mental capacity advocacy	F/502/3295	12	4	35
7	CMH 301	Understand mental well-being and mental health promotion	F/602/0097	3	3	14
8	DEM 302	Understand and meet the nutritional requirements of individuals with dementia	T/601/9187	3	3	26
9	DEM 305	Understand the administration of medication to individuals with dementia using a person centred approach	K/601/9199	2	3	15
10	HSC 2022	Contribute to the care of a deceased person	R/601/8256	3	2	24
11	HSC 2031	Contribute to support of positive risk-taking for individuals	A/601/9546	3	2	27
12	HSC 3002	Provide support to continue recommended therapies	A/601/9028	3	3	20
13	HSC 3008	Implement therapeutic group activities	D/601/9491	4	3	25
14	HSC 3020	Facilitate person centred assessment, planning, implementation and review	H/601/8049	6	3	45
15	HSC 3035	Support individuals who are bereaved	A/601/7909	4	3	30
16	HSC 3047	Support the use of medication in social care settings	F/601/4056	5	3	40
17	HSC 3048	Support individuals at the end of life	T/601/9495	7	3	53
18	HSC 3062	Interact with and support individuals using telecommunications	Y/601/8825	5	3	36
19	HSC 3066	Support positive risk taking for individuals	L/601/9549	4	3	32
20	LD 302	Support person-centred thinking and planning	A/601/7215	5	3	41
21	SSOP 3.1	Understand models of disability	F/601/3473	3	3	26
22	SSOP 3.4	Support individuals in the use of assistive technology	J/601/3541	4	4	32

6.2   Unit format

The format of OCR's units is detailed below.

A unit title

This is a summary of the content of the unit.

Level

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

Credit value

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

Guided learning hours (glh)

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

Unit purpose and aim

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

Learning outcomes

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

Assessment criteria

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

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 mapping/signposting to the relevant National Occupational Standards.

Additional information

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

6.3   Units

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

7   Administration arrangements

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

Administration flowchart

Apply for centre approval
Complete the approval form

↓

Make entries
Via Interchange or EDI

↓

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

↓

Assess and internally quality assure
Before the verifier visit

↓

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

↓

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

↓

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

↓

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

8   Supporting documentation

8.1   Recording assessment

We have provided forms and recording documents which assessors and candidates may wish to use for these qualifications. These can be downloaded from OCR's website.

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 Administrative Guide to Verified Qualifications (code L526) includes information and criteria for designing recording documents.

8.2   Recording the method of assessment

The master evidence record sheet includes a box in which you must record the method of assessment. The following list shows the individual codes you should use when filling in these record sheets:

Method of assessment used	Code to be inserted on evidence reference sheet
Observation of the learner by the assessor	O

Examination of the evidence by the assessor:
    Examination of a product
    Examination of the witness testimony
    Examination of a case history
    Examination of a personal statement
    Examination of written answers to questions
	
	EP
	EWT
	ECH
	EPS
	EWQ

Questioning of the learner or witness by the assessor
    Questioning of the learner
    Questioning of the witness
	
	QC
	QW

Professional Discussion	PD
Simulated Activities	S

8.3   Recording documents

The following recording documents can be downloaded from OCR's website:

- Evidence Record Sheet

- Witness List

- Record of Achievement

- Evidence Summary Sheet

Evidence record sheet

This form (or a suitable alternative) is mandatory for learners' Cumulative Assessment Record (CAR). It is the vehicle for linking evidence to the "learning outcomes" and "assessment criteria". The evidence for the unit should be listed (as it is collected) down the left-hand side. The assessment method should be indicated and then the relevant "learning outcomes" and "assessment criteria" that the learner is claiming should be written in the appropriate column. The evidence record sheet, where possible, should be filled in by the learner with the help of an assessor if necessary.

Witness List

This form is designed to capture all the necessary information about witnesses who have contributed to a learner's evidence of competence. The use of this form is **optional**.

Record of achievement

This form is designed to record a learner's progress through the qualification. It will show, at a glance, which units the assessor considers the learner to have finished and met all the requirements for. The use of this form is **optional**.

Evidence Summary Sheet

This form is designed to record a learner's evidence sources in index form and the location of this evidence if it is in situ and not included in a portfolio. The use of this form is **optional**

9 Guidance for candidates

9.1 What are these qualifications?

These qualifications aim to:

- provide accreditation for candidates' knowledge, understanding and skills in this specialised area of care

- update the knowledge skills and understanding of those already employed in a care role with individuals with dementia to improve their performance

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

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

OCR Level 2 Certificate in Dementia Care

(Qualification Accreditation Number 501/0320/9)

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13	HSC 2031	Contribute to support of positive risk-taking for individuals	A/601/9546	3		27
14	HSC 3020	Facilitate person centred assessment, planning, implementation and review	H/601/8049	6		45
15	HSC 3047	Support use of medication in social care settings	F/601/4056	5		40
16	HSC 3048	Support individuals at end of life	T/601/9495	7		53
17	HSC2001	Provide support for therapy sessions	D/601/9023	2		14
18	LD202	Support person-centred thinking and planning	L/601/6442	5		34
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7	CMH 301	Understand mental well-being and mental health promotion	F/602/0097	3	3	14
8	DEM 302	Understand and meet the nutritional requirements of individuals with dementia	T/601/9187	3	3	26
9	DEM 305	Understand the administration of medication to individuals with dementia using a person centred approach	K/601/9199	2	3	15
10	HSC 2022	Contribute to the care of a deceased person	R/601/8256	3	2	24
11	HSC 2031	Contribute to support of positive risk-taking for individuals	A/601/9546	3	2	27
12	HSC 3002	Provide support to continue recommended therapies	A/601/9028	3	3	20
13	HSC 3008	Implement therapeutic group activities	D/601/9491	4	3	25
14	HSC 3020	Facilitate person centred assessment, planning, implementation and review	H/601/8049	6	3	45
15	HSC 3035	Support individuals who are bereaved	A/601/7909	4	3	30
16	HSC 3047	Support the use of medication in social care settings	F/601/4056	5	3	40
17	HSC 3048	Support individuals at the end of life	T/601/9495	7	3	53
18	HSC 3062	Interact with and support individuals using telecommunications	Y/601/8825	5	3	36
19	HSC 3066	Support positive risk taking for individuals	L/601/9549	4	3	32
20	LD 302	Support person-centred thinking and planning	A/601/7215	5	3	41
21	SSOP 3.1	Understand models of disability	F/601/3473	3	3	26
22	SSOP 3.4	Support individuals in the use of assistive technology	J/601/3541	4	4	32

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

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

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

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

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

9.5 How are the units assessed?

These are competence based qualifications. This means that it is linked to a candidate's ability to competently perform a range of tasks connected with their work. To gain the qualification you must demonstrate the level of competence described in the units.

All of the units will be assessed by the assessor within your centre. Your assessor will satisfy themselves that you have the appropriate evidence available to meet all of the learning outcomes and assessment criteria, before they decide that you have finished a unit.

9.6 Do I need to pass all of the units?

The units that need to be passed in order to achieve a full qualification are detailed in section 9.2. However, each unit represents a worthwhile achievement in its own right, and certification is also available at unit level.

9.7 How do I keep track of my achievements?

We have designed a **Record of Achievement** form for you to use to keep track of your achievements. This form is optional (you do not have to use it if you do not want to).

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

The work that you do for these qualifications may help to prepare you for the functional skills assessment. Your assessor will help you decide if your work can be considered for assessment against any of the Functional Skills units.

OCR wishes you every success in your achievement of these qualifications.

10 Mapping and signposting

10.1 National Occupational Standards (NOS) Mapping

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

Each unit contains details of the signposting to the NOS.

10.2 Functional skills signposting

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

11 Further support and information

11.1 Enquiries

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

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

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

11.2 Results enquiries

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

11.3 Customer feedback

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

The OCR Qualification Manager
Health and Social Care
Qualifications Division
OCR
Coventry Office
Westwood Way
Coventry
CV4 8JQ

11.4 OCR Training Events

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

OCR Training
Customer Support Division
Progress House
Westwood Way
Coventry CV4 8JQ

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

11.5 OCR Publications

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

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

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

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

11.6 Documents related to these qualifications

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

JCQ publications:

- *Access Arrangements, Reasonable Adjustments and Special Consideration;*
- *Instructions for Conducting Examinations;*
- *Suspected Malpractice in Examinations and Assessments*

12 Glossary

Analyse	to examine in detail in order to discover meaning, essential features, etc
Apply	to devote oneself with diligence to bring into operation or use to put to practical use; utilise; employ
Assess	to judge the worth, importance, etc, of; evaluate
Calculate	to solve (one or more problems) by a mathematical procedure; compute
Carry out	to perform or cause to be implemented
Chart	to plot or outline the course of to make a detailed plan of 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