

# Health and Social Care

Level 2 Award in Employment Responsibilities and Rights in Health, Social Care  
and Children and Young People's Settings

Scheme code 04711

# Contents

---

<b>1</b>	<b>Introduction</b>	<b>4</b>
1.1	The Level 2 Award in Employment Responsibilities and Rights in Health, Social Care and Children and Young People's Settings	4
1.2	Administration arrangements for this qualification	4
1.3	What is the Qualifications and Credit Framework (QCF)?	4
1.4	If centre staff have queries	5
1.5	Documentation updates	5
<b>2</b>	<b>General information</b>	<b>6</b>
2.1	Qualification profile	6
2.2	Target market	7
2.3	Qualification aims	7
2.4	Entry requirements	7
2.5	Recognition of Prior Learning	7
2.6	Unique Learner Number (ULN)	8
2.7	Progression opportunities	8
2.8	Supporting OCR candidates	8
2.9	Wider issues	8
2.10	Guided learning hours	9
2.11	Funding	9
2.12	Mode of delivery	9
2.13	Resources	10
2.14	Delivery in Wales and Northern Ireland	10
2.15	Access arrangements and special consideration	10
2.16	Results enquiries and appeals	11
2.17	Centre malpractice guidance	11
<b>3</b>	<b>Assessment and Moderation</b>	<b>12</b>
3.1	Assessment: Key features	12
3.2	Assessment planning	12
3.3	Assessment: How it works	12
3.4	Authentication	13
3.5	Internal standardisation	14
3.6	External moderation: How it works	14
3.7	After moderation	15
<b>4</b>	<b>Assessor and Internal Quality Assurance Requirements</b>	<b>16</b>
4.1	Assessment centre requirements	16
4.2	Assessors	16
4.3	Internal quality assurance	16
<b>5</b>	<b>Certification</b>	<b>17</b>
5.1	Claiming certificates	17
5.2	Replacement certificates	17
<b>6</b>	<b>Qualification Structure and Units</b>	<b>18</b>
6.1	Qualification structure	18
6.2	Unit format	18
6.3	Units	19
<b>7</b>	<b>Administration Arrangements</b>	<b>20</b>
7.1	Overview of full process	20
7.2	How to make claims	21
7.3	Electronic submissions	21
7.4	Submissions using e-portfolios	21

<b>8</b>	<b>Supporting Documentation</b>	<b>23</b>
8.1	OCR Recording documentation	23
<b>9</b>	<b>Guidance For Candidates</b>	<b>24</b>
9.1	What is the Level 2 Award in Employment Responsibilities and Rights in Health, Social Care and Children and Young People's Settings?	24
9.2	What do I have to do to achieve this qualification?	24
9.3	How do I know that this qualification is right for me?	24
9.4	How is the unit assessed?	24
9.5	Can my work for this qualification prepare me for my Functional Skills?	25
<b>10</b>	<b>Mapping and Signposting</b>	<b>26</b>
10.1	National Occupational Standards (NOS) Mapping	26
10.2	Functional skills signposting	26
<b>11</b>	<b>Further Support and Information</b>	<b>27</b>
11.1	Enquiries	27
11.2	Results enquiries	27
11.3	Customer feedback	27
11.4	OCR Training Events	28
11.5	OCR Publications	28
11.6	Documents related to these qualifications	28
<b>12</b>	<b>Glossary</b>	<b>29</b>

# 1 Introduction

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

## **OCR Level 2 Award in Employment Responsibilities and Rights in Health, Social Care and Children and Young People's Settings**

It is important that centre staff involved in the delivery of the above qualification understands the requirements laid down in this handbook. Centres should therefore ensure that all staff involved in the delivery of this qualification has access to this document.

### 1.1 The Level 2 Award in Employment Responsibilities and Rights in Health, Social Care and Children and Young People's Settings

---

The Level 2 Award in Employment Responsibilities and Rights in Health, Social Care and Children and Young People's Settings (QCF) is a vocationally-related, credit-based qualification that provides valuable opportunities for individuals to gain underpinning knowledge and understanding of the sector and their role within it. The qualification supports the achievement Functional Skills.

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

This qualification has been accredited onto the Qualifications and Credit Framework (QCF). It is endorsed by Skills for Care and Development, the sector body for health and social care.

### 1.2 Administration arrangements for this qualification

---

A separate publication, the *Admin guide: Vocational Qualifications (A850)*, provides details of the administration arrangements for this qualification. The Admin Guide is available to download from our website: [www.ocr.org.uk](http://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 components (including unit specification) and the Admin Guide contain all the information needed to deliver and administer this qualification. If centre staff have any queries about this qualification that are not answered in these publications, they should refer to the section [Further support and information](#) for details of who to contact. Support is also available on the OCR webpage for this qualification.

## 1.5 Documentation updates

---

The information provided in this handbook was correct at the time of production. Occasionally OCR may update this information. Please refer to the qualification webpage at [www.ocr.org.uk](http://www.ocr.org.uk) for details regarding updates to this qualification.

## 2 General information

### 2.1 Qualification profile

<b>Title</b>	OCR Level 2 Award in Employment Responsibilities and Rights in Health, Social Care and Children and Young People's Settings (QCF)			
<b>OCR code</b>	04711			
<b>QAN</b>	501/1444/X			
<b>Level</b>	This qualification has been accredited on to the Qualifications and Credit Framework (QCF) at Level 2			
<b>Qualification structure</b>	To achieve this qualification, candidates must achieve a total of 3 credits from 1 mandatory unit.			
<b>Age group approved</b>	Pre-16	16-18	18+	19+
		✓	✓	✓
<b>This qualification is suitable for</b>	<p>This is a knowledge based qualification suitable for those working in a wide range of settings in the health, social care or children and young people's sector.</p> <p>For learners completing an apprenticeship the unit covers the Employment Responsibilities and Rights (ERR) requirement in the framework.</p>			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification.			
<b>Assessment</b>	<p>The achievement of this qualification is graded as pass or fail only.</p> <p>This qualification is internally assessed by centre staff and externally moderated by OCR.</p>			
<b>Funding</b>	<p>For details on eligibility for public funding please refer to the following websites:</p> <p><a href="http://www.dcsf.gov.uk/section96/">http://www.dcsf.gov.uk/section96/</a></p> <p><a href="http://skillsfundingagency.bis.gov.uk/">http://skillsfundingagency.bis.gov.uk/</a></p>			
<b>Performance figures</b>	<p>For information on this qualification's contribution to performance measurement please see the OFQUAL's National Database of Accredited Qualifications (NDAQ): <a href="http://www.accreditedqualifications.org.uk">http://www.accreditedqualifications.org.uk</a></p>			
<b>Last entry date*</b>	31/08/2015			
<b>Last certification date*</b>	31/08/2017			

\*OCR will inform centres of changes to these dates. Please refer to our website [www.ocr.org.uk](http://www.ocr.org.uk) for current dates. All centre records must be updated accordingly.

## 2.2 Target market

---

This qualification is aimed at: those new to working in the sector and who wish to develop their knowledge in the area of employment responsibilities and rights.

For learners completing an apprenticeship the qualification covers the Employment Responsibilities and Rights (ERR) requirement in the framework.

## 2.3 Qualification aims

---

This qualification provides the knowledge to equip learners with an understanding of the health, social care and children and young people's sector and their role within it.

It covers:

- Statutory responsibilities and rights of employees and employers
- Awareness of own occupational role and how it fits within the sector
- Agreed ways of working with employers
- Career pathways
- Issues of public concern and how these may influence changes in the sector

The qualification has been developed to meet specific needs in England and Northern Ireland and is available to learners aged 16 and over. It is anticipated that learners will take the award as part of the apprenticeship framework in the health, social care or children and young people's sectors, but the qualification will also have a wider use for any worker in the sector.

## 2.4 Entry requirements

---

This qualification is available to anyone who is capable of reaching the required standards. It has 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 this qualification should understand the requirements of the qualification and match them to the needs and capabilities of individual candidates before entering them as candidates for this qualification.

There are no formal requirements for entry to this qualification.

## 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 this qualification. Where a candidate has a ULN, you should enter their number in the ULN field of the entry form. For candidates who do not have a ULN, a claim will still be accepted if you leave this field blank but OCR will not be able to send these achievements to the Diploma Aggregation Service. Further information about this can be found in the *Admin guide: Vocational Qualifications (A850)* available to download from [www.ocr.org.uk](http://www.ocr.org.uk).

## 2.7 Progression opportunities

---

This qualification provides candidates with the knowledge to equip them with an understanding of the health, social care and children and young people's sector and their role within it. This understanding will provide a useful basis for progression to competence based qualifications in the sector, such as OCR's Diplomas in Health and Social Care.

The OCR website at [www.ocr.org.uk](http://www.ocr.org.uk) provides further details of progression opportunities.

## 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

---

This qualification provides 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 this qualification would have opportunities to address spiritual, moral, ethical, social and cultural issues.

For example, in the mandatory unit candidates will need to understand how issues of public concern may affect the image and delivery of services in the sector.

## Environmental issues, health and safety considerations and European developments

---

Centre staff delivering a course that supports this qualification 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, in the mandatory units candidates will have the opportunity to explore legislation around employment responsibilities and rights.

## 2.10 Guided learning hours

---

The unit making up this qualification has been 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.

## 2.11 Funding

---

This qualification is accredited at Levels 2 of the Qualifications and Credit Framework and is 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 delivery or specify a time limit for the achievement of this qualification other than the expiry dates for entry and certification laid down by the regulatory authorities detailed in the qualification profiles.

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 this qualification. Centres should ensure that appropriate physical resources are made available to candidates.

## 2.14 Delivery in Wales and Northern Ireland

---

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

Candidates in 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.

## 2.15 Access arrangements and special consideration

---

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](http://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 and a form which can be used for reporting issues are contained in the JCQ publication: *Suspected Malpractice in Examinations and Assessments* which is available from [www.jcq.org.uk](http://www.jcq.org.uk) together with OCR's *Malpractice Procedures – A Guide for Centres*.

---

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

## 3 Assessment and Moderation

### 3.1 Assessment: Key features

---

Key features of the assessment of this qualification are:

- Candidates have to produce evidence that meets all the learning outcomes and assessment criteria
- Evidence will be generated through the completion of an OCR model assignment
- Evidence is assessed in the centre by occupationally knowledgeable and qualified centre assessors
- Assessment of knowledge based learning outcomes may take place in or outside of a real work environment
- Assessment is subject to internal standardisation to ensure that all assessment is being carried out in a similar way and to an equivalent standard
- Centres send candidates' completed work to the OCR Examiner-moderator by post
- The OCR Examiner-moderator samples candidates' work to ensure that the centre's internal assessments meet the requirements of the qualification
- Achievement at unit and qualification level is Pass or Fail

### 3.2 Assessment planning

---

It is important for centres to carry out some form of initial assessment that identifies what knowledge a candidate already has and the gaps that they need to look at.

Assessors should agree a number of issues with candidates, including:

- Finding the best source of evidence to use for particular units/learning outcomes
- Finding the best way of assessing the candidate

### 3.3 Assessment: How it works

---

For the unit in this qualification candidates have to complete an OCR model assignment that contains tasks which are based on the assessment criteria of the unit. These may be tailored by centres, but must enable candidates to meet all of the assessment criteria in the units.

Candidates will be required to work through the assignment, in their own time, and complete the tasks. Completion of the tasks will provide the evidence to meet the requirements of the assessment criteria of the unit. The evidence will then be assessed by the centre assessor and, if the centre assessor is satisfied that the evidence meets the standards, they will claim certification for the candidate and send the work and required recording documents to the Examiner-moderator for moderation.

Tutors need to ensure that the evidence produced by the candidate meets the demands of the command words in the assessment criteria.

Candidates must complete the Evidence Checklist related to each model assignment to confirm that they have addressed all the assessment criteria and to identify which piece of evidence relates to which assessment criterion. When assessors are satisfied that the candidate has met all of the requirements for a unit, they must confirm this by also signing the Evidence Checklist to show that the assessment process is complete. Candidates must also sign this form to confirm that the evidence produced is their own work.

Tutors should not send evidence that is incomplete, or which misses out on fully evidencing one or more assessment criterion to the moderator. Instead, if they find that the evidence provided does not fully meet the requirements of the unit, they must identify where gaps in evidence occur and provide feedback to the candidate.

OCR does not place a limit on the number of attempts candidates are permitted at tasks in the assignments before the evidence is sent to the moderator. Centres and assessors should use professional judgement in the amount of help they give to the candidate in completing the tasks – reasonable guidance is acceptable, but assessors should be confident that the work presented as evidence is the unique work of the candidate.

If a candidate fails the assessment for a unit, they may be entered again. There is no restriction, other than the life of the qualification, on the number of times a candidate may be entered for a unit. Unit fees are available for this purpose.

The assignment will also contain guidance for tutors on how to help candidates to develop the required knowledge for this unit.

To summarise, assessors must:

- Judge candidate work against the standard identified in the unit specification
- Identify valid and sufficient evidence
- Identify gaps in evidence
- Give feedback to candidates
- Liaise with other assessors in the centre to ensure standards
- Verify candidate achievement by completing and signing OCR documentation (Evidence Checklist).
- Maintain records of candidates' achievements.

### 3.4 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.

### 3.5 Internal standardisation

---

Internal standardisation is an important part of the local assessment process. Centres are required to demonstrate that a system is in place which ensures that all assessment is being carried out in a similar way and to an equivalent standard across all teachers/tutors acting as assessors. Centres are not required to submit evidence of standardisation to the Examiner-moderator, but are required to keep evidence of standardisation and records of any decisions/issues for a minimum of one year and make this available to OCR when requested.

In order to maintain a consistent approach to internal standardisation, internal quality assurance personnel should be nominated. They will be responsible for:

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

In order to assist centres with the recording of internal standardisation activities, OCR has produced an Internal Standardisation Report form which can be downloaded from the web pages for these qualifications.

### 3.6 External moderation: How it works

---

Key features of the external moderation process are given below.

Each centre will be allocated an OCR Examiner-moderator who will moderate centres' assessment decisions to ensure that centres' internal assessments meet the requirements of the qualification.

OCR requires centres to send only the required evidence and related recording documentation to the Examiner-moderator by post for moderation.

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

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

Centres will be required to complete a Submission Cover sheet for each batch of work they send to the Examiner-moderator. The Submission Cover Sheet can be downloaded from the web page for this qualification.

We recommend that centres use a secure form of delivery to send the candidates' work to the Examiner-moderator. OCR cannot take responsibility for any work lost in transit.

Centres should note that submitted evidence is not returned.

Centres may also submit candidates' work electronically. Further information on electronic submissions or submissions using e-portfolio can be found in Sections 7.3 and 7.4 of this Centre Handbook.

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

### 3.7 After moderation

---

The Examiner-moderator will complete an electronic Centre Feedback Report Form (eNQF6) for each batch of work they moderate. This form is a multi-purpose document which is used to:

- record the Examiner-moderator's adjustments to the centre's assessment decisions
- provide feedback to the centre on problems with the centre's assessment or administration.

The report will be available for centres to view on OCR Interchange once moderation has been completed.

If the centre assessment is satisfactory, arrangements will be made for certification.

If an Examiner-moderator disagrees with an assessor's assessment decision; the claims for the units in question will be rejected. Any changes to the award of units will be recorded in the Centre Feedback Report Form (eNQF6) and will be reflected in the certificates that are issued to the candidates.

If units had been rejected following moderation, but the candidate still wishes to achieve the units, the units will have to be submitted for moderation again once the units have been re-assessed and once the assessor is confident that the evidence meets the assessment requirements.

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

# 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 occupationally knowledgeable and qualified to assess the number of candidates they anticipate to register
- Ensure that there is a system of standardisation in place to ensure that all assessments are consistent and fair
- Ensure that those undertaking the roles of internal quality assurance and assessment maintain their skills, knowledge and understanding regarding assessment and internal quality assurance and the associated qualifications.

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

## 4.2 Assessors

---

Assessment 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.

## 4.3 Internal quality assurance

---

Internal quality assurance is key to ensuring that the assessment of evidence 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, for example hold V1 or D34) or the replacement qualification.

# 5 Certification

Candidates who achieve the full qualification will receive:

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

**OCR Level 2 Award in Employment Responsibilities and Rights in Health, Social Care and Children and Young People's Settings (QCF)**

## 5.1 Claiming certificates

---

Certificates will be issued directly to the centre for successful candidates. See the *Admin guide: Vocational Qualifications (A850)* for full details.

## 5.2 Replacement certificates

---

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

# 6 Qualification Structure and Units

## 6.1 Qualification structure

To achieve this qualification, you must achieve the following mandatory unit:

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
1	201	Understand employment responsibilities and rights in health, social care or children and young people's settings	R/602/2954	3	2	24

## 6.2 Unit format

The format of the unit is detailed below.

### A unit title

This is a summary of the content of the unit.

### Level

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

### Credit value

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

### Guided learning hours (glh)

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

### Unit expiry date

This section specifies the end accreditation date of the unit.

### Unit purpose and aim

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

### Learning outcomes

These set out what the candidate is expected to know and understand as a result of the learning process.

## Assessment criteria

---

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

## Exemplification

---

This section is additional information to help candidates meet the requirements of the assessment criteria.

## Assessment

---

This section details how the assessment criteria will be assessed.

## Guidance on assessment and evidence requirements

---

This provides guidance on how the assessment could be carried out and how the learning outcomes and assessment criteria could be met.

## National Occupational Standards (NOS) mapping/signposting

---

This section provides mapping/signposting to the relevant National Occupational Standards.

## Functional skills signposting

---

This section provides signposting to functional skills.

## Additional information

---

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

## 6.3 Units

---

The unit can be downloaded from the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

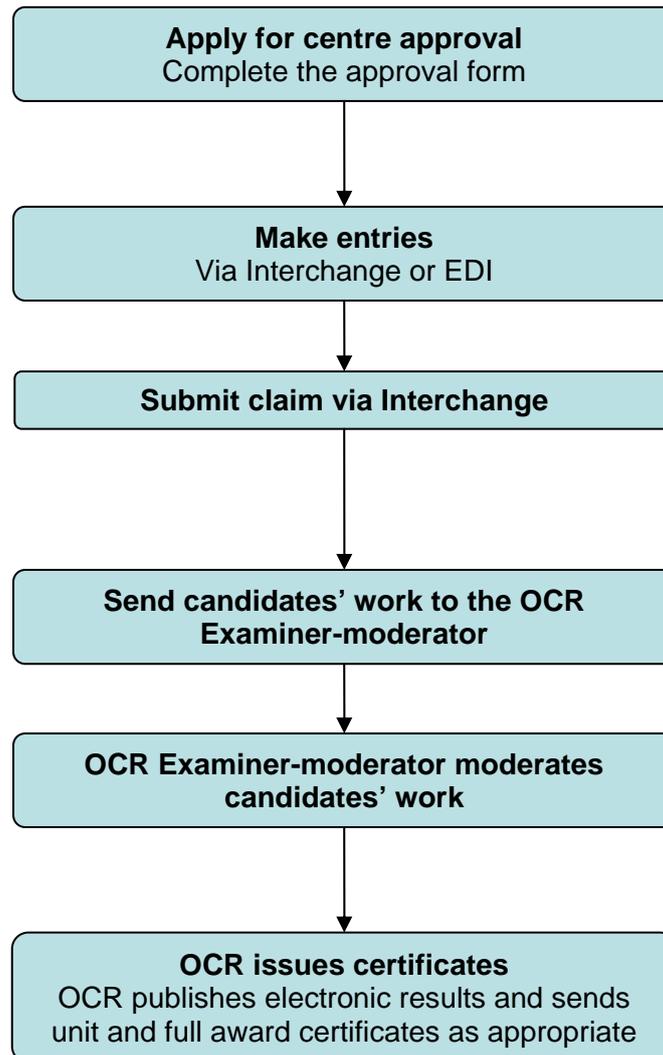
# 7 Administration Arrangements

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

## 7.1 Overview of full process

---

The following flow chart provides a brief summary of how this qualification is delivered.



## 7.2 How to make claims

---

All claims should now be carried out via OCR Interchange. For full details of the process please see **Making online claims for QCF and Functional Skills qualifications** at [http://www.ocr.org.uk/download/interchange/ocr\\_33895\\_int\\_qcf\\_and\\_fs\\_claims.ppt](http://www.ocr.org.uk/download/interchange/ocr_33895_int_qcf_and_fs_claims.ppt)

Please note that completed work must be sent to the Examiner-moderator within 24 hours of the claim being made on Interchange.

## 7.3 Electronic submissions

---

Candidate work can be submitted electronically to the Examiner-moderator.

All Examiner-moderators have a 4 digit OCR mailbox [ocremxxxx@ocr.org.uk](mailto:ocremxxxx@ocr.org.uk)

Candidate evidence can be emailed direct to this address, as soon as the unit(s) have been claimed on Interchange.

The subject heading should include the centre number, scheme code and claim number as indicated on Interchange. Each email should only contain the evidence of one claim number (please see point 6 below). Please list the candidate names.

Please follow the following guidelines:

1. Please create one folder for each candidate and include the Submission Cover Sheet, the Evidence Checklists together with the relevant files in that folder.
2. If you are submitting more than one unit, please create a sub-folder for each unit and include the Submission Cover Sheet in each folder.
3. Please ensure all files show evidence of the assessor's marking.
4. If evidence is scanned, please scan all pages the correct way (it is difficult to view pages on screen if they are scanned upside down).
5. Hyperlinks can be incorporated into the Evidence Checklists in order to make it easier for the Examiner-moderator to find which part of the evidence maps to the assessment criteria.
6. Sizes should be restricted to 10mb per email. If it is any larger, it should be split between emails and clearly labelled, eg **email 1 of 2, email 2 of 2**.

## 7.4 Submissions using e-portfolios

---

If a centre is using an e-portfolio to organise the candidate's work, they can email their Examiner-moderator's OCR mailbox, giving them login details and instructions on how to navigate around the site. It is important to send the Examiner-moderator this information each time you make a claim.

Please follow these guidelines:

1. Please ensure that the Submission Cover Sheet, the Evidence Checklists are included in the portfolio.
2. Please ensure that final candidate evidence is easy to find.
3. Please ensure that all candidate evidence for each unit is contained within the same folder.

4. Please follow points 3 – 6 in the section on Electronic Submissions.

**NB. The Examiner-moderator's OCR mailbox can only be used to send candidate evidence, or to advise about e-portfolio login and navigation. It cannot be used to ask questions, or enter into any other dialogue. Supplementary information or explanations to the Examiner-moderator must not be provided in the email.**

# 8 Supporting Documentation

## 8.1 OCR Recording documentation

---

### Evidence Checklist

---

An Evidence Checklist is available for the unit. It is the vehicle for linking evidence to the tasks and 'learning outcomes and 'assessment criteria'. The completed Evidence Checklist must be signed by the tutor/assessor and candidate before it is submitted with the evidence to the Examiner-moderator.

### Internal Standardisation Report form

---

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

### Submission Cover Sheet

---

There is a Submission Cover Sheet for this qualification.

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

### Witness Statement form

---

The purpose of this sheet is to capture statements from witnesses observing a candidate carrying out an activity. This sheet, when completed, will form part of a candidate's evidence. The witness statement is a blank, generic form that may be adapted for any unit.

Copies of all the above forms can be downloaded from the web pages for these qualifications on OCR's website at [www.ocr.org.uk](http://www.ocr.org.uk)

## 9 Guidance For Candidates

### 9.1 What is the Level 2 Award in Employment Responsibilities and Rights in Health, Social Care and Children and Young People's Settings?

This qualification provides the knowledge to equip you with an understanding of the health, social care and children and young people's sector and their role within it.

It covers:

- Statutory responsibilities and rights of employees and employers
- Awareness of own occupational role and how it fits within the sector
- Agreed ways of working with employers
- Career pathways
- Issues of public concern and how these may influence changes in the sector

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

To achieve this qualification, you must achieve the following mandatory unit:

OCR Unit No	Sector Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
1	201	Understand employment responsibilities and rights in health, social care or children and young people's settings	R/602/2954	3	2	24

### 9.3 How do I know that this qualification is right for me?

This qualification is aimed at:

- those completing an apprenticeship in the health and social care sector
- those new to working in the sector and who wish to develop their knowledge in the area of employment responsibilities and rights

### 9.4 How is the unit assessed?

This unit is assessed by the completion of a model assignment produced by OCR that are marked by your assessor at the centre and moderated by OCR. The assignment is available to download from the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk))

## 9.5 Can my work for this qualification prepare me for my Functional Skills?

---

The work that you do for this qualification may help to prepare you for the functional skills assessment. The unit specification contains indicators where you may have an opportunity to develop your functional skills.

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

# 10 Mapping and Signposting

## 10.1 National Occupational Standards (NOS) Mapping

---

This qualification is directly relevant to the needs of employers and relates to National Occupational Standards (NOS) in Health and Social Care.

## 10.2 Functional skills signposting

---

Training provided for this qualification 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.

The unit contains details of the signposting to functional skills.

# 11 Further Support and Information

## 11.1 Enquiries

---

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

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

Alternatively, you could visit OCR's website at [www.ocr.org.uk](http://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](http://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](http://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](mailto: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](mailto: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](mailto: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

<b>Analyse</b>	to examine in detail in order to discover meaning, essential features, etc
<b>Apply</b>	to devote oneself with diligence to bring into operation or use to put to practical use; utilise; employ
<b>Assess</b>	to judge the worth, importance, etc, of; evaluate
<b>Calculate</b>	to solve (one or more problems) by a mathematical procedure; compute
<b>Carry out</b>	to perform or cause to be implemented
<b>Chart</b>	to plot or outline the course of to make a detailed plan of to make a chart of
<b>Classify</b>	to arrange or order by classes; categorise
<b>Collect</b>	to gather together or be gathered together
<b>Communicate</b>	to impart (knowledge) or exchange (thoughts, feelings, or ideas) by speech, writing, gestures, etc
<b>Compare</b>	to regard or represent as analogous or similar; liken
<b>Compile</b>	to make or compose from other materials or sources
<b>Complete</b>	to make whole or perfect to end; finish
<b>Conduct</b>	to do or carry out
<b>Contrast</b>	to distinguish by comparison of unlike or opposite qualities
<b>Contribute</b>	to give (support, money, etc) for a common purpose or fund to supply (ideas, opinions, etc) as part of a debate or discussion
<b>Cook</b>	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
<b>Define</b>	to state precisely the meaning of (words, terms, etc)
<b>Deliver</b>	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
<b>Demonstrate</b>	to show, manifest, or prove, esp. by reasoning, evidence, etc
<b>Describe</b>	to give an account or representation of in words
<b>Design</b>	to work out the structure or form of (something)
<b>Detail</b>	to list or relate fully to include all or most particulars
<b>Develop</b>	to come or bring to a later or more advanced or expanded stage; grow or cause to grow gradually
<b>Devise</b>	to work out, contrive, or plan (something) in one's mind
<b>Discuss</b>	to have a conversation about; consider by talking over; debate to treat (a subject) in speech or writing
<b>Estimate</b>	to form an approximate idea of (distance, size, cost, etc); calculate roughly; gauge

<b>Evaluate</b>	to ascertain or set the amount or value of to judge or assess the worth of; appraise
<b>Examine</b>	to look at, inspect, or scrutinise carefully, or in detail; investigate
<b>Explain</b>	to make (something) comprehensible, esp. by giving a clear and detailed account of the relevant structure, operation, surrounding circumstances, etc
<b>Explore</b>	to examine or investigate, esp. systematically
<b>Generate</b>	to produce or bring into being; create
<b>Give</b>	to present or deliver voluntarily (something that is one's own) to the permanent possession of another or others to impart or communicate
<b>Identify</b>	to prove or recognise as being a certain person or thing; determine the identity of
<b>Illustrate</b>	to clarify or explain by use of examples, analogy, etc
<b>Implement</b>	to carry out; put into action; perform
<b>Interact</b>	to act on or in close relation with each other
<b>Interpret</b>	to clarify or explain the meaning of; elucidate
<b>Investigate</b>	to inquire into (a situation or problem) thoroughly; examine systematically, especially in order to discover the truth
<b>Justify</b>	to prove or see to be just or valid; vindicate to show to be reasonable; warrant or substantiate
<b>Keep</b>	to have or retain possession of
<b>Lead</b>	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
<b>Measure</b>	to determine the size, amount, etc, of by measurement
<b>Monitor</b>	to observe or record (the activity or performance) of (an engine or other device)
<b>Organise</b>	to form (parts or elements of something) into a structured whole; co ordinate
<b>Outline</b>	to give the main features or general idea of
<b>Participate</b>	to take part, be or become actively involved, or share (in)
<b>Perform</b>	to carry out or do (an action)
<b>Plan</b>	to have in mind as a purpose to make a plan of (a building)
<b>Prepare</b>	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
<b>Present</b>	to show, exhibit to put forward; submit to bring or suggest to the mind
<b>Produce</b>	to bring (something) into existence; yield to bring forth (a product) by physical or mental effort; make
<b>Profile</b>	to draw, write or make a profile of

<b>Promote</b>	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
<b>Propose</b>	<b>to put forward (a plan, motion, etc) for consideration or action</b>
<b>Provide</b>	to put at the disposal of; furnish or supply
<b>Recognise</b>	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
<b>Recommend</b>	to advise as the best course or choice; counsel
<b>Research</b>	to carry out investigations into (a subject, problem etc)
<b>Review</b>	to look at or examine again to look back upon
<b>Select</b>	to choose (someone or something) in preference to another or others
<b>Serve</b>	to render or be of service to (a person, cause, etc); help to distribute or provide
<b>Show</b>	to make, be, or become visible or noticeable to indicate or explain; prove
<b>Suggest</b>	to put forward (a plan, idea, etc) for consideration
<b>Summarise</b>	to make or be a summary of; express concisely
<b>Understand</b>	to know and comprehend the nature or meaning of
<b>Undertake</b>	to contract to or commit oneself to (something) or to do (something)
<b>Use</b>	to put into service or action; employ for a given purpose