

# Cambridge Technicals 2012

## Health and Social Care

OCR Level 3 Cambridge Technical Certificate in Health and Social Care	05307
OCR Level 3 Cambridge Technical Introductory Diploma in Health and Social Care	05309
OCR Level 3 Cambridge Technical Subsidiary Diploma in Health and Social Care	05312
OCR Level 3 Cambridge Technical Diploma in Health and Social Care	05315
OCR Level 3 Cambridge Technical Extended Diploma in Health and Social Care	05318

January 2017: This is version 2

The latest issue can be found on our website: [www.ocr.org.uk](http://www.ocr.org.uk)

## Summary of updates – January 2017

The information in this handbook has been updated to reflect current practice. The following are key changes.

Section	Title of section	Change
Throughout		Updated references to OCR's Admin guide: Cambridge Technicals with the new OCR Administration webpages for <a href="#">Cambridge Technicals (2012 suite)</a> .
		Removed references to the Qualifications and Credit Framework (QCF).
		Updated JCQ document titles
1	Availability and Funding	Updated information and hyperlinks
	Delivery in Wales and Northern Ireland Language	Updated information
	Guided Learning Hours	Updated to include information about Total Qualification Time
	Recognition of Prior Learning	Updated information
	UCAS tariff table	Updated information and added link to the UCAS website
4	Assessment centre requirements	Additional information about feedback, authenticity and retention of records and work
	Centre assessor responsibilities	Additional information about the use of assessment and practice assessment material and compliance with the Data Protection Act
	Centre standardisation for assessors	Updated information about standardisation where only one assessor is in the centre.
5	Authentication	Updated information and added sections about plagiarism, group working, supervision, use of questioning, feedback to learners
	Generation and collection of evidence	Added information about how feedback is provided and data protection
	Witness statements	Added information about the use of witness statements as supporting evidence.
	Assessment and grading of evidence for units	Added information about assessing work for (summative) assessment and resubmitting work.
	Reporting suspected malpractice	Updated information

## About this handbook

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The information provided in this handbook is correct at the time it was produced. Occasionally it may be updated so please check the qualification [webpage](#) for the most up-to-date information.

Staff involved in delivering these qualifications must have access to and understand the requirements in this handbook.

For information on how to administer these qualifications please follow the link to OCR's Administration area, [www.ocr.org.uk/administration/](http://www.ocr.org.uk/administration/). You'll find all the details about how the qualifications run, what you need to do and when. It covers everything from becoming an OCR centre, to making entries, claiming certificates, special arrangements and contacting us for advice.

## About OCR

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OCR is a leading UK awarding body and is part of the Cambridge Assessment Group, a department of the University of Cambridge.

OCR is a not-for-profit organisation so success is measured through the impact and reach of its activities and the scale of its contribution to helping people realise their aspirations.

OCR works in partnership with teachers, employers, higher education and government to develop general and vocational qualifications that will equip students of all abilities, with the knowledge and skills they need to reach their full potential.

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# 1 Introduction

This handbook provides information for staff involved in the planning, delivery and assessment of the following qualifications:

<b>Title</b>	<b>OCR entry code</b>	<b>Qualification Number</b>
OCR Level 3 Cambridge Technical Certificate in Health and Social Care	05307	600/4227/8
OCR Level 3 Cambridge Technical Introductory Diploma in Health and Social Care	05309	600/4612/0
OCR Level 3 Cambridge Technical Subsidiary Diploma in Health and Social Care	05312	600/4236/9
OCR Level 3 Cambridge Technical Diploma in Health and Social Care	05315	600/4230/8
OCR Level 3 Cambridge Technical Extended Diploma in Health and Social Care	05318	600/4233/3

The units and any supporting documentation for these qualifications are available on the OCR website.

The information provided in this handbook is correct at the time of production. Occasionally it may be updated. Please check the qualification webpage for the most up-to-date information.

Staff involved in the delivery of these qualifications must have access to and understand the requirements in this handbook.

For information on how to administer these qualifications please follow the link to OCR's Administration area for the [Cambridge Technicals \(2012 suite\)](#).

You should make sure learners are told the title and level of the qualification for which they have been entered and that Oxford Cambridge and RSA Examinations (OCR) is the awarding body for the qualification.

## 1.1 About these qualifications

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These qualifications provide valuable opportunities for learners to:

- develop skills
- gain underpinning knowledge and understanding
- provide progression to further study in further education (FE) or Higher Education (HE)
- improve employability.

## 1.2 Aims and Objectives

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The Cambridge Technicals provide opportunities to develop skills demanded by employers.

These qualifications and units are structured to enable learners to gain qualifications at their own pace and build on their achievements.

The Cambridge Technical qualifications offer learners the opportunity for a programme of study to:

- prepare for further learning or training
- develop essential knowledge, transferable skills and personal skills in a subject area that interests them with the aim of enhancing their employability
- move into different areas of employment
- develop their knowledge and skills as part of their Continuing Professional Development (CPD)
- achieve a nationally recognised vocational qualification.

Learners will also have the opportunity to acquire the essential knowledge and tools for the world of work by developing transferable skills such as planning, research and analysis, working with others and effective communication.

Learners may wish to extend their programme of learning through the study of general qualifications such as GCE, GCE AS or other related/appropriate vocational qualifications.

For learners seeking, or currently in, employment, these qualifications offer the opportunity to refresh and update their knowledge and skills in a particular sector.

Some learners may wish to gain the qualification in order to enter employment or to progress to higher education.

## 1.3 Entry requirements and prior learning

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There are no formal entry requirements for these qualifications.

There is no requirement for any specific prior learning.

It is recommended that an initial assessment should take place to ensure the learner is capable of reaching the required standards.

## 1.4 Assessment

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The units in these qualifications are internally assessed by centre assessors and quality assurance personnel and externally moderated by OCR Visiting Moderators. Assessment of all units can take place at a time to suit learners and the centre.

## 1.5 Availability and Funding

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To check if these qualifications are approved for delivery and funding in your country you must visit the following websites for the latest information:

England

- [Register of Regulated Qualifications](#) – for England and Northern Ireland
- Department for Education [Section 96](#) – for confirmation of the approval of qualifications to be delivered to specific age ranges.
- [Education Funding Agency](#) for public funding information for learners (0-18) in England
- [Skills Funding Agency](#) for public funding information for learners (19+) in England

Wales

- [Qualifications in Wales](#) database (QiW) - for information on approved and designated qualifications in Wales including funding

Northern Ireland

- [Register of Regulated Qualifications](#) – for England and Northern Ireland
- [NIEFQAN](#) – Approval of qualifications by the Department of Education in Northern Ireland
- [Department for the Economy](#) for public funding in Northern Ireland

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

If you have any queries about funding for these qualifications email us at [funding@ocr.org.uk](mailto:funding@ocr.org.uk).

## 1.6 Delivery in Wales and Northern Ireland

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Learners in Wales and 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, we have used neutral terms so learners may apply whatever is appropriate and current to their own situation.

## 1.7 Language

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These qualifications and any associated assessment materials are available in English only. Only answers provided in English will be assessed.



## 1.8 Guided learning hours and Total Qualification Time

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Guided Learning Hours (GLH) indicate the approximate time (in hours) that the learner will be supervised during any teaching, learning or assessment activities. Each unit includes the GLH and information on unit GLH is also given in section 3.

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

See section 2, 'Qualification summary', for details of GLH and TQT.

## 1.9 UCAS tariff tables

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Further information can be found on the [UCAS website](#).

It's always important for learners to check individual course requirements when applying to university.

## 1.10 Recognition of Prior Learning (RPL)

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Learners may have already gained a lot of relevant knowledge and experience that should be taken into account. This is particularly relevant where they are studying part-time while in work.

Recognition of prior learning (RPL) is the process for recognising learning that did not receive formal recognition through a qualification or certification. This includes knowledge and skills gained in school, college or university and outside formal learning situations. Evidence can draw on any aspect of a learner's prior experience including:

- domestic/family life
- education
- training
- work activities
- voluntary activities.

It is important that it is made clear to learners that the RPL process is about how they have acquired the knowledge, understanding or skills; it does not mean they are exempt from the assessment. Under no circumstances does the RPL process mean that any required qualification assessments can be avoided, e.g. mandatory examinations, practical/theory tests or assignments.

Evidence obtained through the RPL process must be assessed to the same rigorous quality as evidence obtained through any other process.

RPL allows an individual to avoid unnecessary learning and the use of it is encouraged in relation to the internally assessed units. Please let learners know they can bring forward any

relevant learning so it can be assessed against the assessment criteria specified in the internally assessed unit(s) they aim to complete.

Centre staff should judge the relevance of every aspect of a learner's prior learning (including how current and relevant it is) to the unit being assessed, before the assessment is moderated.

## 1.11 Last entry date

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These qualifications will continue to be available for entries and certification until the decision is made for them to be withdrawn.

If a qualification is going to be withdrawn, end date will be set for entries and certification and centres will be informed of the arrangements for the last date to enter learners and make claims for certificates.

When end dates are set, centres will be able to see these on the Register of Regulated Qualifications and the Qualifications in Wales database (QiW). If an end date is not specified, it is because the qualification is still available.

## 2 Qualification summary

<b>Title</b>	OCR Level 3 Cambridge Technical Certificate in Health and Social Care			
<b>OCR entry code</b>	05307			
<b>Qualification Number (QN)</b>	600/4227/8			
<b>Guided Learning Hours (GLH)</b>	180	<b>Total Qualification Time (TQT)</b>		300
<b>Approved age group</b>	Pre-16	16-18	18+	19+
		✓	✓	✓
<b>This qualification is suitable for</b>	<ul style="list-style-type: none"> <li>• Learners studying in preparation for employment in Health and Social Care</li> <li>• Learners wishing to gain a Level 3 qualification to support further study in Further Education (FE) and Higher Education (HE) in Health and Social Care</li> <li>• Learners wishing to gain a Level 3 qualification to support further study in FE or HE in any other sector or subject area</li> </ul>			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification.			
<b>Credit requirement</b>	Minimum 30 credits			
<b>Structure and options</b>	Total credit from mandatory unit 1		10	
	Minimum credit from optional units		20	
<b>Assessment model and grading</b>	<p>This qualification is internally assessed by centre assessors and quality assurance personnel and externally moderated by OCR Visiting Moderators.</p> <p>This qualification is graded:</p> <p>Pass, Merit, Distinction, Distinction*.</p>			

Where a learner does more than the minimum amount of credit, the points will be calculated to get the best grade possible for their full qualification.

<b>Title</b>	OCR Level 3 Cambridge Technical Introductory Diploma in Health and Social Care			
<b>OCR entry code</b>	05309			
<b>Qualification Number (QN)</b>	600/4612/0			
<b>Guided Learning Hours (GLH)</b>	360	<b>Total Qualification Time (TQT)</b>		600
<b>Approved age group</b>	Pre-16	16-18	18+	19+
		✓	✓	✓
<b>This qualification is suitable for</b>	<ul style="list-style-type: none"> <li>• Learners studying in preparation for employment in Health and Social Care</li> <li>• Learners wishing to gain a Level 3 qualification to support further study in Further Education (FE) and Higher Education (HE) in Health and Social Care</li> <li>• Learners wishing to gain a Level 3 qualification to support further study in FE or HE in any other sector or subject area</li> </ul>			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification.			
<b>Credit requirement</b>	Minimum 60 credits			
<b>Structure and options</b>	Total credit from mandatory unit 1		10	
	Minimum credit from optional units		50	
<b>Assessment model and grading</b>	<p>This qualification is internally assessed by centre assessors and quality assurance personnel and externally moderated by OCR Visiting Moderators.</p> <p>This qualification is graded:</p> <p>Pass, Merit, Distinction, Distinction*.</p>			

Where a learner does more than the minimum amount of credit, the points will be calculated to get the best grade possible for their full qualification.

<b>Title</b>	OCR Level 3 Cambridge Technical Subsidiary Diploma in Health and Social Care			
<b>OCR entry code</b>	05312			
<b>Qualification Number (QN)</b>	600/4236/9			
<b>Guided Learning Hours (GLH)</b>	540	<b>Total Qualification Time (TQT)</b>		900
<b>Approved age group</b>	Pre-16	16-18	18+	19+
		✓	✓	✓
<b>This qualification is suitable for</b>	<ul style="list-style-type: none"> <li>• Learners studying in preparation for employment in Health and Social Care</li> <li>• Learners wishing to gain a Level 3 qualification to support further study in Further Education (FE) and Higher Education (HE) in Health and Social Care</li> <li>• Learners wishing to gain a Level 3 qualification to support further study in FE or HE in any other sector or subject area</li> </ul>			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification.			
<b>Credit requirement</b>	Minimum 90 credits			
<b>Structure and options</b>	Total credit from mandatory units 1 and 2			20
	Minimum credit from optional units			70
<b>Assessment model and grading</b>	<p>This qualification is internally assessed by centre assessors and quality assurance personnel and externally moderated by OCR Visiting Moderators. This qualification is graded:</p> <p>PP, PM, MM, MD, DD, DD*, D*D*.</p>			

Where a learner does more than the minimum amount of credit, the points will be calculated to get the best grade possible for their full qualification.

<b>Title</b>	OCR Level 3 Cambridge Technical Diploma in Health and Social Care			
<b>OCR entry code</b>	05315			
<b>Qualification Number (QN)</b>	600/4230/8			
<b>Guided Learning Hours (GLH)</b>	720	<b>Total Qualification Time (TQT)</b>		1200
<b>Approved age group</b>	Pre-16	16-18	18+	19+
		✓	✓	✓
<b>This qualification is suitable for</b>	<ul style="list-style-type: none"> <li>• Learners studying in preparation for employment in Health and Social Care</li> <li>• Learners wishing to gain a Level 3 qualification to support further study in Further Education (FE) and Higher Education (HE) in Health and Social Care</li> <li>• Learners wishing to gain a Level 3 qualification to support further study in FE or HE in any other sector or subject area</li> </ul>			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification.			
<b>Credit requirement</b>	Minimum of 120 credits			
<b>Structure and options</b>	Total credit from mandatory units 1, 2, 3, 4, 6 and 7		50	
	Minimum credit from optional units		70	
<b>Assessment model and grading</b>	<p>This qualification is internally assessed by centre assessors and quality assurance personnel and externally moderated by OCR Visiting Moderators.</p> <p>This qualification is graded:</p> <p>PP, PM, MM, MD, DD, DD*, D*D*</p>			

Where a learner does more than the minimum amount of credit, the points will be calculated to get the best grade possible for their full qualification.

<b>Title</b>	OCR Level 3 Cambridge Technical Extended Diploma in Health and Social Care			
<b>OCR entry code</b>	05318			
<b>Qualification Number (QN)</b>	600/4233/3			
<b>Guided Learning Hours (GLH)</b>	1080		<b>Total Qualification Time (TQT)</b>	1800
<b>Approved age group</b>	Pre-16	16-18	18+	19+
		✓	✓	✓
<b>This qualification is suitable for</b>	<ul style="list-style-type: none"> <li>• Learners studying in preparation for employment in Health and Social Care</li> <li>• Learners wishing to gain a Level 3 qualification to support further study in Further Education (FE) and Higher Education (HE) in Health and Social Care</li> <li>• Learners wishing to gain a Level 3 qualification to support further study in FE or HE in any other sector or subject area</li> </ul>			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification.			
<b>Credit requirement</b>	Minimum of 180 credits			
<b>Structure and options</b>	Total credit from mandatory units 1, 2, 3, 4, 5, 6 and 7		60	
	Minimum credit from optional units		120	
<b>Assessment model and grading</b>	<p>This qualification is internally assessed by centre assessors and quality assurance personnel and externally moderated by OCR Visiting Moderators.</p> <p>This qualification is graded:</p> <p>PPP, PPM, PMM, MMM, MMD, MDD, DDD, DDD*, DD*D*, D*D*D*</p>			

Where a learner does more than the minimum amount of credit, the points will be calculated to get the best grade possible for their full qualification.

# 3 Qualification structures and rules of combination

Learners do not have to achieve units in any particular order and learning programmes should be tailored to meet individual needs. It is recommended that, wherever possible, these qualifications are delivered holistically by identifying opportunities to link the units.

If a learner is not able to complete the full qualification, a unit certificate will be issued listing the unit(s) and credit achieved.

The rules of combination for the qualification specify the:

- minimum credit value to be achieved
- mandatory unit credit
- optional unit credit.

A 'rules of combination' calculator is available on the qualification webpage. This is an Excel-based tool which can be used to ensure a learner's choice of units meet the mandatory requirements and achieve the required number of credits for their chosen qualification. There is also the option to generate a personal printout for learner portfolios or other records.

When combining units for these qualifications, it is the centre's responsibility to ensure the rules of combination are followed.

## 3.1 Topping up and moving down

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OCR Level 3 Cambridge Technical qualifications have been structured so there is a natural progression route within the suite of qualifications from:

- Certificate to Introductory Diploma
- Introductory Diploma to Subsidiary Diploma
- Subsidiary Diploma to Diploma
- Diploma to Extended Diploma.

Learners are able to 'top up' or 'move down' from one qualification to the next, e.g. from a Certificate to an Extended Certificate or vice versa.

Topping up allows learners to complete only the additional units required to complete the next qualification in the suite.

Moving down allows learners, who have entered for a qualification and are unable to complete all the required units, to move down to the next qualification provided they have achieved enough units.

A full list of entry codes and fees are provided on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).



### 3.2 Table of units for OCR Level 3 Cambridge Technical Health and Social Care qualifications

The following table contains the list of Level 3 units. The units are available to download from the [qualification webpage](#).

[M = mandatory unit O = Optional unit]

OCR Unit No.	Unit title	Unit Reference No. (URN)	Credit value	Level	GLH	Diplomas				
						Certificate	Introductory	Subsidiary	Diploma	Extended
1	Developing effective communication in health and social care	R/600/8939	10	3	60	M	M	M	M	M
2	Equality, diversity and rights in health and social care	D/600/9222	10	3	60	O	O	M	M	M
3	Health, safety and security in health and social care	A/600/8952	10	3	60	O	O	O	M	M
4	Development through the life stages	J/600/8954	10	3	60	O	O	O	M	M
5	Anatomy and physiology for health and social care	R/600/8956	10	3	60	O	O	O	O	M
6	Sociological perspectives for health and social care	M/601/2402	5	3	30	O	O	O	M	M
7	Psychological perspectives for health and social care	A/601/2404	5	3	30	O	O	O	M	M
*8	Personal and professional development in health and social care	D/600/8958	20	3	120			O	O	O
9	Caring for children and young people	H/600/8962	10	3	60	O	O	O	O	O
10	Safeguarding adults and promoting independence	K/600/8963	10	3	60	O	O	O	O	O
11	Physiology of fluid balance	F/600/8967	10	3	60	O	O	O	O	O

OCR Unit No.	Unit title	Unit Reference No. (URN)	Credit value	Level	GLH	Diplomas				
						Certificate	Introductory	Subsidiary	Diploma	Extended
12	Physiological disorders	J/600/8968	10	3	60	○	○	○	○	○
13	Working in the social care sector	L/600/8972	10	3	60	○	○	○	○	○
14	Working in the health sector	R/600/8973	10	3	60	○	○	○	○	○
15	Promoting health education	J/601/2406	10	3	60	○	○	○	○	○
16	Nutrition for health and social care	L/601/2407	10	3	60	○	○	○	○	○
17	Research methodology for health and social care	K/600/8977	15	3	90	○	○	○	○	○
18	Coping with change in a health and social care context	K/600/8980	5	3	30	○	○	○	○	○
19	Caring for individuals with additional needs	M/600/8981	5	3	30	○	○	○	○	○
20	Dealing with challenging behaviour	T/600/8982	5	3	30	○	○	○	○	○
21	Caring for older people	A/600/8983	5	3	30	○	○	○	○	○
22	Physiology of co- ordination	L/600/8986	10	3	60	○	○	○	○	○
23	Human inheritance for health and social care	Y/600/8991	10	3	60	○	○	○	○	○
24	Dementia care	R/600/8990	5	3	30	○	○	○	○	○
25	Support work in social care	L/600/9006	5	3	30	○	○	○	○	○
*26	Exploring personal and professional development in health and social care	M/600/9029	10	3	60	○	○	○	○	○
27	Professional practice in children and young people's social care	J/505/7772	5	3	30	○	○	○	○	○

OCR Unit No.	Unit title	Unit Reference No. (URN)	Credit value	Level	GLH	Diplomas				
						Certificate	Introductory	Subsidiary	Diploma	Extended
28	Developing creativity in children and young people	R/505/7774	10	3	60	○	○	○	○	○
29	Promote positive behaviour	K/505/7778	15	3	90	○	○	○	○	○
30	Personalisation in health and social care	M/505/7782	10	3	60	○	○	○	○	○
31	Understanding public health	L/505/7773	10	3	60	○	○	○	○	○
32	Safeguarding children and young people	Y/505/7775	15	3	90	○	○	○	○	○
33	Support use of medication in social care settings	M/505/7779	15	3	90	○	○	○	○	○
34	Understand psychology of ill health	D/505/7776	10	3	60	○	○	○	○	○
35	Complementary therapies within health and social care	H/505/7777	10	3	60	○	○	○	○	○
36	Understanding principles of youth work practice	H/505/7780	10	3	60	○	○	○	○	○

\* Units 8 and 26 are barred with each other

### 3.3 Rules of combination for OCR Level 3 Cambridge Technical Certificate in Health and Social Care

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To achieve this qualification, a learner must achieve the following:

minimum credits	30
total credit from mandatory unit 1	10
minimum credit from optional units	20

*Please note that unit 8 is not available in the Certificate*

### 3.4 Rules of combination for OCR Level 3 Cambridge Technical Introductory Diploma in Health and Social Care

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To achieve this qualification, a learner must achieve the following:

minimum credits	60
total credit from mandatory unit 1	10
minimum credit from optional units	50

*Please note that unit 8 is not available in the Introductory Diploma*

### 3.5 Rules of combination for OCR Level 3 Cambridge Technical Subsidiary Diploma in Health and Social Care

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To achieve this qualification, a learner must achieve the following:

minimum credits	90
total credit from mandatory units 1, 2	20
minimum credit from optional units	70

*Units 8 and 26 are barred with each other*

### 3.6 Rules of combination for OCR Level 3 Cambridge Technical Diploma in Health and Social Care

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To achieve this qualification, a learner must achieve the following:

minimum credits	120
total credit from mandatory units 1, 2, 3, 4, 6, 7	50
minimum credit from optional units	70

*Units 8 and 26 are barred with each other*

### 3.7 Rules of combination for OCR Level 3 Cambridge Technical Extended Diploma in Health and Social Care

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To achieve this qualification, a learner must achieve the following:

minimum credits	180
total credit from mandatory units 1, 2, 3, 4, 5, 6, 7	60
minimum credit from optional units	120

*Units 8 and 26 are barred with each other*

There are no equivalencies or exemptions for these qualifications.

# 4 Centre assessor and internal standardisation requirements

## 4.1 Assessment centre requirements

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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 quality assurance is of paramount importance.

The assessment centre **must**:

- ensure there are sufficient trained or qualified personnel to:
  - teach and assess the expected number of learners
  - internally standardise the number of assessors assessing the units offered by the centre, e.g. Head of Department, senior teacher, experience of standardising decisions, Lead Internal Verifier (IV)
- put systems in place to ensure all assessments are valid, reliable, authentic and sufficient (see section 5.6 on authentication of learners' work)
- provide quality-assurance training for centre personnel taking part in assessment
- ensure there is a system of internal standardisation in place to ensure all assessments are consistent and fair
- ensure there is sufficient time to conduct effective teaching, assessment and internal standardisation
- ensure there are sufficient facilities and resources to deliver and assess these qualifications, to give learners every opportunity to meet the requirements of the unit and reach the highest grade possible
- comply with the requirements for giving feedback to learners (see section 5.6)
- a declaration is made at the point of submitting any work to OCR for assessment that confirms:
  - learners' work is authentic
  - grades have been transcribed accurately when completing the claim documentation.
- centre records and learners' work is kept according to the requirements below:
  - Learners' work must be kept until after their qualifications have been awarded and any appeals processed. No appeal will be considered if the centre does not keep the work
  - Internal standardisation and assessment records must be kept securely for a minimum of three years after the date certificates have been issued for a qualification.

## 4.2 Centre assessor responsibilities

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The centre assessor is normally the tutor and they will be responsible for assessing learners' evidence. Large centres are likely to have more than one assessor, in which case we would expect steps to be taken to ensure the quality and standard of assessment is consistent (see section 5).

Centres are responsible for identifying staff that are able to act as assessors. Assessors are required to have the relevant level of subject expertise to deliver these qualifications and they must assess the learners' work in accordance with the unit specifications and any assessment requirements. Where centre assessment fails to meet national requirements, as determined by the learning outcomes, assessment and grading criteria of the unit(s), it will result in the unit(s) or claim being rejected.

Centre assessors, who are responsible for assessing learners' evidence, must:

- judge learners' work against the assessment criteria identified in the units
- identify valid and sufficient evidence
- ensure authentication of learners' work (see section 5.6)
- identify gaps in evidence and ensure these are filled before the unit is claimed
- give an appropriate level of feedback to learners and record what feedback has been given (see section 5.6)
- liaise with other assessors in the centre to ensure assessment decisions are to the required standard
- confirm learners' achievements by completing and signing the Unit Recording Sheet (URS) for each learner and each unit, ensuring that grades are correctly recorded and accurately transcribed to the claim being submitted and justifying the grade put forward for moderation
- maintain records of learners' achievements which would be needed in the event of any submission or results enquiries
- ensure that any materials provided for assessment of internally assessed units cannot be used for practice and then used again, without change, for summative assessment (see section 5.4)
- ensure that learners know they must comply with the Data Protection Act when they are producing work for assessment. Learners must not reference another individual's personal details in any evidence produced for assessment. It is the learner's responsibility to make sure evidence that includes another individual's personal details is anonymised.

## 4.3 Centre standardisation for assessors

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If the centre has a number of staff acting as assessors for these qualifications then internal standardisation **must** be carried out to ensure that all learners' work is assessed consistently to the required standard. There is a guide on how internal standardisation may be approached on the webpages for Cambridge Technicals.

If there is only one assessor in the centre for this qualification then it **must** be ensured that internal standardisation takes place. An example would be to ask another assessor in the centre, or another centre, to review a sample of the assessment decisions. This should be someone who has experience of the nature of these qualifications (e.g. is delivering a similar qualification in another subject) or has relevant subject knowledge. They should review a sample of the assessments. Please note, OCR is not able to provide information or contact details of centres offering this qualification.

Evidence of internal standardisation must be retained in the centre for the Visiting Moderator to view.

In order to maintain a consistent approach to internal standardisation, a centre co-ordinator **could** be nominated.

Whoever is responsible for internal standardisation **must**:

- ensure all assessors are assessing to the required standard
- ensure all assessment decisions are fair, valid and reliable
- arrange regular standardisation meetings
- ensure cross-moderation of work between assessors
- sample assessments to confirm assessors' judgments across all units and all grades
- ensure feedback has been provided to assessors and documented e.g. minutes of meetings, records of feedback
- maintain records of the outcome of cross-moderation activities
- advise centre assessors of any discrepancies in assessment
- suggest ways in which assessment may be brought into line to meet the required standard.



# 5 Assessment and OCR visiting moderation

## 5.1 Overview

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Key features of the assessment and moderation of these qualifications are:

- assessment of units is by centre-devised assignments or tasks. This provides opportunities to tailor assignments or tasks to meet the needs of the learner
- assessment of all units can take place at a time to suit learners and the centre
- tutors and assessors can draw on real work-based opportunities for learners to generate evidence. This approach has been found to motivate learners and increase the likelihood of them staying on the programme. Even where work-based activities are limited, these qualifications are designed to enable learners to generate assessment evidence in a vocationally relevant context
- performance at unit level is graded as pass, merit or distinction. These grades are aggregated to provide an overall grade for the qualification. Qualifications above Pass grade are graded Merit, Distinction or Distinction\*
- all units are assessed by the centre and externally moderated by an OCR Visiting Moderator.

Assessment of these qualifications will be conducted in accordance with Ofqual's General Conditions of Recognition.

When learners complete an assignment/task, the centre assessor assesses their work.

Centres will need to identify staff to act as centre assessors. They will need to have experience in making judgments about learners' achievements against the assessment criteria and requirements of the unit (see section 4).

It should be ensured that a rigorous and reliable system for recording assessment decisions is in place, including decisions made during internal standardisation. All learner assessment records must be fully auditable. The OCR Visiting Moderator must be able to see, for each unit, evidence of:

- who assessed the learner and what was assessed (i.e. the unit evidence)
- when the assessment took place
- what feedback was given to the learner
- when the assessor was internally standardised and by whom
- what grade was awarded
- what feedback was given to the assessor, including if the assessment decision was agreed with or not (and why), as well as any action points that needed to be addressed prior to submission for moderation and/or recommendations for future consideration.

## 5.2 Assessment: How it works

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The purpose of assessment is to ensure that learners have the opportunity to demonstrate they can meet each assessment criterion to achieve the learning outcome. Learners should be given the opportunity to access the full range of grades, i.e. pass, merit, distinction. The pass assessment criteria in each unit indicate the level required to achieve the unit at a pass grade. Within each unit there are opportunities to achieve merit or distinction grades.

These qualifications have been developed so they are free from any barriers that restrict access or progression and therefore promote equal opportunities.

All learners must have safe and equal opportunities to generate evidence (see section 5.5).

Learners will gather evidence to show how they have met the assessment criteria for the units.

Tutors must make sure the teaching content for the learning outcome is fully addressed so that learners can effectively meet the requirements.

- To achieve a 'pass' a learner must have satisfied **all** the 'pass' assessment criteria.
- To achieve a 'merit' a learner must achieve **all** the 'pass' assessment criteria and **all** the 'merit' assessment criteria.
- To achieve a 'distinction' a learner must achieve **all** the 'pass' assessment criteria and **all** the 'merit' assessment criteria and **all** the 'distinction' criteria.

As a minimum the identified teaching content in the unit should be covered. It may be expanded upon or tailored to particular contexts in which the unit is being taught and the assessment criteria applied.

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

OCR will arrange a date to visit that is suitable for both the centre and the Visiting Moderator.

Tutors/Assessors must plan when they expect learners to be ready for assessment. Learners can repeat an assignment if they have not performed at their best but you must use discretion as to whether or not this is in their best interests. It is strongly advised that time is left in the planning of the programme in case an assignment needs to be repeated.

See section 5.15 for information on assessing work for summative assessment.

## 5.3 Initial assessment of learners

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It is important for centres to carry out an initial assessment that identifies the knowledge, understanding, skills and competencies learners already have and any potential gaps that need to be addressed. This will also:

- help learners to identify optional units which they might find most appropriate
- allow centre assessors to plan the assessment
- enable learners to understand the best place to start generating evidence.

## 5.4 Developing centre set assignments

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Assessment of units is by centre devised assignments or tasks. This provides centres with opportunities to tailor the assignments or tasks to meet the needs of the learner and local employers.

Centres will need to ensure that any assignments or tasks enable learners to meet all of the assessment criteria in the units and the full range of grades.

OCR has provided a model assignment for both Level 2 and Level 3. These are available to download from the OCR website and can be used as they are or tailored to the needs of learners. They can also be used as a benchmark for centres to devise their own assignments or tasks. The assignments or tasks are to be used for summative assessment.

Summative assessment or assessment of learning:

- is intended to summarise what learners know or can do at a given time, and enable tutors to measure learners' achievements
- can take place at either specific points through their learning programme or at the end of the learning programme.

Cambridge Technicals enable evidence to be accepted that has been generated in the workplace. It may be helpful for tasks to be set in a context (this is referred to in the model assignments as the scenario). Centres are best placed to decide on an appropriate context for the assessment for their learners. If there is a clear purpose to the tasks and the context is relevant to the learner, they are more likely to be motivated throughout the assessment. The tasks could present a challenge or a problem to solve so that the learner applies their knowledge and understanding to complete the task. It is not essential to have a scenario, for example, when the learner is likely to be distracted by the detail of the scenario and not focus on the tasks.

If a scenario is used, the tasks must relate to the scenario provided. It is highly likely that assignments will comprise of two or more tasks, so ideally, they will have relevance to each other as well as the scenario.

Care must be taken not to introduce additional requirements that are not specified in the assessment criteria. For example, where an assessment criterion requires an explanation, do not ask for analysis in the task. Likewise, centres must ensure the level of demand of the assessment criterion is not undermined by asking for a lower level of demand; for example, where an assessment criterion requires an explanation, do not ask for a description or identification in the task.

It is recommended that the number of tasks should be kept to a minimum to avoid overly long or repetitive assessment. A single task can cover more than one learning outcome or assessment criterion.

Where it is possible for learners to work in groups on a task, centres must ensure that learners are able to make an individual contribution to the work of the group and that their contribution is clearly assessable and results in individual evidence (see authentication).

It is not acceptable to provide step-by-step instructions that repeat the learning or themes of the learning. The tasks (and the scenario) must not be so prescriptive or detailed that it gives a solution to the learner.

Assignments should only specify the format of evidence when it is a requirement of the assessment criteria or learning outcome. For example, learners could be asked to produce the content of a webpage rather than to create a webpage; where creating a webpage is not required by the assessment criteria. If it is possible to do so, learners should present their evidence in a format that would reasonably be expected to be used in the workplace.

The duration of the assessment is included in the guided learning hours for the unit. Tasks are for summative assessment and the time spent on them should represent this. Tutors should advise learners how long they should expect to spend on each task.

The same tasks must not be used for practice as for summative assessment. Summative assessment is the assessment of learning; it is a measure of a learner's achievement and it should be used as the formative assessment of a learner's knowledge, understanding and skills. Changing the context of an assignment will help manage this. If a unit calls for the learner to do a cost analysis, a practice task will of course ask them to do this. If they have been provided with the data they need to analyse for practice then the data must be changed for the summative assessment. If the learner has to generate data about a specific product before analysing it then the product should be changed to one that will generate different data.

Tutors must ensure learners are clear about the tasks they are to undertake and the assessment criteria which they are expected to meet. Each learner must have access to the appropriate resources needed to complete the tasks.

Every effort must be made to avoid discrimination, bias and stereotyping and to support equality and diversity in the language used in assessment materials, in the type of tasks set and in the scenarios provided.

## 5.5 Methods of assessment

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The following methods of assessment are considered suitable for these qualifications:

- **observation** of practice, including video or DVD recording
- **questioning** the learner
- **examining written evidence** such as assignments, tasks, planning
- **examining evidence from others** such as witness statements
- **simulation.**

It is the centre assessor's responsibility to agree the best method of assessing a learner in relation to their individual circumstances.

The methods agreed must be:

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

### Valid

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

Validity can be compromised if a learner does not understand what is required of them. For example, a valid method of assessing a learner's knowledge and understanding is to question them. If the questions are not relevant to the qualification or how they are phrased makes it difficult for the learner to understand the validity of the assessment method is threatened.

As well as assessment methods being valid, the evidence presented must also be valid; for example, it would not be appropriate to present an organisation's equal opportunities policy as evidence towards a learner's understanding of how the equal opportunities policy operates within the organisation. It would be more appropriate for the learner to incorporate the policy within a report describing different approaches to equal opportunities.

### Reliable

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A reliable method of assessment will produce consistent results for different centre assessors on each assessment occasion. Centre standardisation must take place to ensure that all centre assessors' decisions are consistent.

### Safe and manageable

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Centre assessors must make sure the assessment methods are safe and manageable and do not put unnecessary demands on the learner and/or the organisation if real work features in the assessment.

## Suitable to the needs of the learner

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OCR has tried to make sure that achievement of these qualifications is free from constraints outside the requirements of the units. Centres must follow this commitment through when designing assignments or tasks. A specific assessment method should not be demanded if it could disadvantage learners. For example, if a learner is required to 'describe personal skills' and they have dyslexia, an acceptable form of evidence could be a verbal description rather than a written description.

For learners who have access requirements, see [Access arrangements and special consideration](#).

If centres think any aspect of these qualifications unfairly restricts access and progression, they should talk to their OCR Visiting Moderator(s) about this.

## 5.6 Authentication

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Tutors/Assessors must be confident that the work they mark is the learner's own. This does not mean that a learner 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 learner's work.

Every learner must produce their own work independently. Centres must put in place appropriate mechanisms to make sure that centre assessors can be confident that the work accepted as evidence of a learner's achievement is their own.

Centre assessors must:

- make sure learners understand what constitutes plagiarism and not accept plagiarised work as evidence
- be able to distinguish individual contributions from group work
- use supervision and questioning as appropriate to confirm authenticity
- make sure learners and centre assessors confirm the work is the learner's own.

## Plagiarism

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Learners must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge a source correctly. Plagiarism makes up a large percentage of cases of suspected malpractice reported by moderators.

In line with the policy and procedures of JCQ on suspected malpractice, the penalties applied for plagiarism would usually result in the claim not being allowed.

Plagiarism often occurs innocently when learners are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that learners understand:

- the work they submit must be their own
- the meaning of plagiarism and what penalties may be applied

- that they may refer to research, quotations or evidence produced by somebody else but they must list and reference their sources
- quoting someone else's work, even when it is properly sourced and referenced, is not an indication of understanding. The learner has to 'do' something with that information to show they understand it. For example, if a learner has to analyse data from an experiment, quoting data does not show that they understand what it means. The learner has to interpret the data and, by relating it to their assignment, say what they think it means.

## Candidate Authentication statement - Learner and centre declaration

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Each learner must sign a declaration before submitting their work to the assessor, confirming the work is their own. **They must do this to cover every unit.** The declaration should then be retained in the centre. The candidate authentication statement is available on the [qualification webpage](#).

Assessors are required to confirm the work submitted for internal assessment is the learner's own. This is achieved by completing the 'centre declaration' tick box when making the claim through Interchange. This declaration confirms that your centre holds a signed candidate authentication statement for each learner who is included on the claim.

## Group working

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If learners participate in group work to produce evidence, the learner's contribution must be clearly identified and tutors must make sure that each learner generates their own individual evidence to show they have met the assessment criteria.

When working in a group, all learners in the group should have a responsibility and/or a role that gives them the opportunity to generate individual evidence for assessment. For example, if the unit requires learners to plan the organisation of an activity, this could be managed in a group discussion. The group could discuss ideas for the activity, organisational requirements, roles and responsibilities to complete the activity, etc. All learners must show that they have the skill of planning so **all** members of the group must take part in the discussion. If three members of the group contributed to the discussion and one member took notes but did not contribute to the discussion, their note taking would not be considered a contribution towards planning.

## Supervision

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We recognise that tutors might not be able to invigilate or directly supervise every learner as they complete their assignment. Learners can complete their assignments in their own time, at the centre or home. If a tutor cannot supervise, checks take place so they are confident the learner's work is authentic. For example, tutors can use questioning to confirm the depth and breadth of their understanding of the topic the learner has covered in a specific piece of work.

## Use of questioning

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Asking a learner questions will help tutors determine if the work the learner submitted is their own. If the tutor has been unable to supervise the learner, then asking questions, for example, about how they did the work, what processes they went through to produce it and how they related that to the assignment, should give the tutor a clear indication as to whether or not the learner has done the work themselves.

## Feedback to learners

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Tutors can discuss work in progress towards summative assessment with learners to make sure it is being done in a planned and timely manner. It also provides an opportunity to check the authenticity of the work. Tutors must intervene if they feel there is a health and safety risk.

Feedback must not provide specific advice and guidance that would be construed as coaching as it would compromise the learners' ability to independently perform the task(s) they are doing and constitutes malpractice.

Assessors can annotate feedback on the learners' original work submitted for assessment or record on a separate document (whichever method is used, the document must be available to the Visiting Moderator).

Feedback should:

- be supportive, encouraging and positive
- inform the learner of what has been noticed, not thoughts on the quality of their evidence (for example, if the learner has been observed completing a task, describe what happened, what was produced and what was demonstrated).

Feedback can:

- identify that the learner has not met the command verb. For example, 'This is only a description, not an evaluation'
- identify what areas of work could be improved but not detail how to improve it. Assessors can remind learners about what they were taught but not how to apply it to improve the work.

Feedback **must not**:

- be so detailed that it provides a step-by-step guide on what to do
- coach the learner on how to achieve or complete the task
- provide detail on where to find information/evidence.

In other words, assessor feedback must not direct the learner in what to do to improve their work. They need to think how to apply their learning. Assessors must not do the work for learners.

## 5.7 Generation and collection of evidence

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The learner's evidence should be in an appropriate format to demonstrate the skills competency, or application of knowledge and understanding, as specified in each assessment criterion within the unit in question.

Tutors should discuss with each learner what is the most suitable sources of evidence are.

When learners are working on their evidence, tutors can ask questions about what they are doing to encourage them, make sure they understand what the tasks are and check they are making progress. Tutors cannot tell learners how to complete the tasks in a way that would be tantamount to doing the work for them. Tutors must not coach learners when



they are doing their assignment for assessment, as this would give them an unfair advantage. Please see the previous section 'Feedback to learners'.

Tutors should set a realistic date for submitting the completed assignment, having considered the purpose of the unit and how that might affect timescales. OCR does not specify what the submission time for the assignment should be; it should be down to the tutor's professional judgement.

Evidence can take many forms; for example, written work, audio/visual recordings, digitally formatted documents, a product or photographs of the product.

Evidence can come from a number of sources. A list of the main sources of evidence is provided below:

- **Outcomes of assignments, tasks or work-based activities** – the outcome or product of a learner's work (either through simulated activities, assignments, projects or real work)
- **Observation of practice**
- **Witness statements**
- **Personal or learner statement**
- **Simulation**
- **Questioning the learner**
- **Performance evidence.**

Learners should take responsibility for the development of their own portfolios, with appropriate support, for example from tutors, employers, peers. Learners should ensure their work is clearly presented, referenced and ordered to help in the assessment.

Where evidence contributes to or fulfils more than one assessment criterion in one or more units, the learner should clearly cross-reference this evidence within their unit portfolio so that evidence can be considered by the centre assessor and by the OCR Visiting Moderator if required.

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

We have designed individual Unit Recording Sheets (URS), which **must** be downloaded from [the website](#), for assessors to record candidate evidence, cross-reference it to assessment criteria within the unit and record and justify the assessment decisions. URS **must** be used to allow the OCR Visiting Moderator to see which assessment criterion each piece of evidence refers to.

## 5.8 Observation

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Centre assessors may carry out observations of a learner undertaking activities or tasks and make an assessment decision based on the learner's performance.

The centre assessor and learner should plan observations together but it is the centre assessor's responsibility to record the observation properly.

After the observation has taken place, the centre assessor needs to record an assessment decision and the justification for the decision. They should also give feedback to the learner.

A Witness Statement template is available on the website for use by assessors.

## 5.9 Witness statements

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Witness statements can be a useful way of providing supporting evidence where a skill is being used which is not easily represented in portfolio evidence.

They are supplementary evidence of what the learner has done and are to be used in conjunction with other evidence. For example, a witness statement could support evidence of a learner delivering a presentation alongside the actual presentation and speaker notes.

Where witness statements relate to group work, there must be a witness statement for each individual learner which details the contribution they made to the group work.

Witness statements should be suitably detailed, for each learner, to enable the centre assessor and the Visiting Moderator to determine if the assessment criteria have been met. The witness statement template should be used; it is available on our website.

The witness must not be related to the learner and must be in a position to make valid comments about their performance, e.g. tutors or workplace supervisors.

It is not acceptable for learners to produce written witness statements for witnesses to sign.

Witness statements:

- must describe what the witness observed the learner doing
- can be written or verbal accounts of a learner's performance
- do not have to be written by the witness; they may be recorded by the assessor after discussion with the witness and confirmed as accurate by the witness
- can be used to support work or where evidence is sourced from material which is confidential or of a sensitive nature, e.g. data protection
- could contain a list of skills, providing they include details of how and when they are applied
- should not be used as evidence of achievement for a whole unit.

The centre assessor will then judge whether the evidence presented meets the standards required by the assessment criteria at the appropriate grade for the unit. Often it will be necessary for assessors to make contact with witnesses to ensure:

- (a) the witness statement is authentic
- (b) the assessor's interpretation of the witness statement is accurate.

If a witness provides a written statement they should include the following:

- the learner's name
- the date, time and venue of the activity
- a description of the activities performed by the learner
- the date the statement was written
- a description of the witness' relationship to the learner
- the witness' signature and job title
- the witness' contact details (such as telephone number).

## 5.10 Personal statements

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This is a learner's own account of what they did.

Personal statements can be a:

- written or verbal account of specific incidents, activities or situations
- log or diary
- reflective account.

All personal statements made by learners must be authenticated, as a true account of what took place, by an appropriate witness, e.g. tutor, employer, peer.

## 5.11 Simulation

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It is recognised that real work environments may not always be available to generate evidence. Evidence can be generated and assessed through simulation of a real-work environment.

Simulation of a real work environment could include the following:

- real time pressures
- real work problems or situations
- real tools to do the job
- realistic behaviour patterns from third parties.

## 5.12 Questioning

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Centre assessors may question a learner or witness for the assessment of these qualifications.

**Questioning the learner** is normally an ongoing part of the assessment process and is necessary to:

- test a learner's knowledge of facts and procedures
- check if a learner understands principles and theories
- collect information on the type and purpose of the activities a learner has been involved in.

Centre assessors should mainly use open-ended questions; i.e. questions that cannot be answered by the learner with one word responses (e.g. 'yes' or 'no'). Open-ended questions require thought and detail in order to be answered. Centre assessors should also be careful to avoid complicated questions which may confuse the learner.

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

## 5.13 Performance evidence

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Performance evidence is the process, product or outcome of the learner's work. Sometimes, it can also provide inferred evidence of what a learner knows. The evidence presented for assessment may be the actual product or a record of the process. For example, it may include electronic evidence such as a video recording of a presentation, a link to a website' or a spreadsheet file the learner has created. Alternatively, a centre assessor's observation of a learner or a witness statement could provide evidence of a learner's performance.

The use of assessment evidence drawn from learners' work environments is encouraged, including accessing and using non-confidential data and documents.

If group work is used as evidence, the learner's contribution must be clearly identified.

Where learners use other products (e.g. company documents and policies) which have been created by someone else, in order to generate evidence, this must be clearly identified; for example; when learners use company documents to recommend improvements to an existing product or service.

## 5.14 How much evidence is needed?

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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 centre assessors.

It is not the quantity of the evidence produced; it is the quality and breadth of evidence, that they have produced themselves, ensuring it meets all of the assessment requirements and assessment criteria.

Centre assessors should discuss with learners the most suitable sources of evidence and ensure learners are aware of the importance of quality rather than quantity when presenting evidence for assessment. The quality and breadth of evidence presented should determine whether a centre assessor is confident that a learner has met the requirements of the unit.

Assessors must be convinced, from the evidence presented, that learners working on their own can work independently to the required standard.

## 5.15 Assessment and grading of evidence for units

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It is the assessor's responsibility to assess the evidence presented by the learners, provide feedback to the learner and award an initial grade for the unit, which will be confirmed through internal and external moderation. Assessors will judge learners' evidence against the assessment criteria specified in the unit.

See section 6 for details of calculating an overall qualification grade.

### Assessing work for (summative) assessment

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Once learners have completed everything they need to do for their assignment, they must submit their work to be assessed. Centre assessors must be convinced, from the evidence presented, that learners can work independently to the required standard.

Centre assessors must judge or 'mark' the work against the assessment criteria for the unit and identify a grade. When assessors are satisfied the learner has met all of the requirements for a unit, for at least a pass grade, they **must** confirm this by signing a Unit Recording Sheet (URS) and justifying the grade put forward for moderation. Please annotate the work to show where the evidence indicates learners have achieved the assessment criteria. The centre must internally standardise the assessment decisions for the cohort and do this before feedback is given to the learner. Assessors should ensure that grades are correctly recorded and accurately transcribed to the claim being submitted

URS are available to download from the [qualification webpage](#).

You must not add, amend or remove any work after it has been prepared for the OCR Visiting Moderator for final assessment.

## Resubmitting work for summative assessment

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

Tutors/assessors should set a realistic date for the resubmission of work, having considered the purpose of the unit and what the learner intends to improve. Assessors must record the reasons why they have allowed learners to resubmit in the centre's assessment decision records and record the feedback given to the learner on the original work. OCR monitors the assessment decisions which are made.

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

### 5.16 Retention of learner work

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Learner work must be retained by the centre until after the grades have been awarded or any claims or appeals processed. We will not consider any appeals if the work is not retained by the centre.

### 5.17 Retention of centre records

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Centres must make sure that internal standardisation and learner assessment records are available for external moderation purposes. These records must be securely retained by the centre for a minimum of three years following learner achievement of the qualification (i.e. from the date of certification).

### 5.18 Reporting suspected malpractice

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It is the responsibility of the Head of Centre<sup>1</sup> to report all cases of suspected malpractice involving centre staff or candidates. A JCQ Report of Suspected Malpractice form (JCQ/M1 for candidate suspected malpractice or JCQ/M2a for staff suspected malpractice) is available to download from the [JCQ website](#); this should be completed as soon as possible and emailed to [malpractice@ocr.org.uk](mailto:malpractice@ocr.org.uk).

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

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

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

## 5.19 Visiting moderation

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In advance of the moderation visit, centres should read about preparing for the moderation visit by visiting OCR's Administration area for the [Cambridge Technicals \(2012 suite\)](#).

External moderation makes sure centres have made the correct assessment decisions.

OCR Visiting Moderators are allocated by OCR to carry out two distinct roles:

- moderate centre assessment decisions
- provide advice and guidance to centre staff.

External moderation of a centre's assessment decisions is achieved through systematic sampling. The assessment decisions of each assessor submitting work will be sampled at every moderation visit. All units claimed will be sampled at each visit.

The outcome of the sampled moderation will apply to all learners' work submitted for that unit in the claim. No substitution of learners' work will be allowed unless there is prior agreement from the Visiting Moderator.

Each centre can have up to two visits per academic year (subject to centre activity). Additional chargeable visits can be arranged; for further details refer to OCR's Administration area for the [Cambridge Technicals \(2012 suite\)](#).

On the basis of the sample taken, the Visiting Moderator will either **agree** in the main with the centre's assessment decisions or **disagree** with the centre's assessment decisions in relation to particular units.

If the decision is **agree**, the centre's assessment decisions for all learners' work entered for moderation on that occasion (i.e. in the single claim submitted for moderation) will be confirmed by the Visiting Moderator at the end of the moderation visit.

If the decision is **disagree**, the Visiting Moderator will provide feedback to the centre and agree appropriate action. Disagreement is usually due to one of the following:

- work does not meet the required standard for the grade claimed by the centre
- assessment in the sample is inconsistent
- some evidence is missing or has not been cross-referenced to the assessment criteria, so cannot be located by the Visiting Moderator
- there is no evidence of assessment having taken place.

At the end of each moderation visit, the Visiting Moderator will provide feedback to your centre. This feedback will be captured on a hard copy action plan. The centre assessor will be asked to sign a copy of the action plan to agree the feedback given. One copy of the action plan will be left in the centre and the Visiting Moderator will retain the other copy.

The purpose of the action plan is to ensure that all feedback given in the formal reports has been agreed by both the Visiting Moderator and the centre.

Following the visit, the Visiting Moderator will prepare a full electronic report which will include comments on the accuracy of assessment and record the actions agreed. The Visiting Moderator will email a copy of the report the centre.

Where the Visiting Moderator confirms the assessment decisions, they will submit the claims to OCR for processing. During some moderation visits the Visiting Moderator may be accompanied by another OCR Officer(s) for quality assurance purposes. Wherever possible, centres will be informed of this prior to the visit taking place.



# 6 How to calculate the qualification grade

## 6.1 Grading

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### Units

All units are assessed by the centre and externally moderated by OCR.

Each unit has specified assessment criteria for pass, merit and distinction.

A summative unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass', a learner must have satisfied **all** the 'pass' assessment criteria
- to achieve a 'merit', a learner must achieve **all** the 'pass' assessment criteria and **all** the 'merit' assessment criteria
- to achieve a 'distinction', a learner must achieve **all** the 'pass' assessment criteria and **all** the 'merit' assessment criteria and **all** the 'distinction' criteria.

### Qualification

The overall qualification is also graded. Qualifications awarded above a Pass grade are graded Merit, Distinction or Distinction\* or a combination of these grades.

In some instances, learners may achieve more credits than they actually need for the full qualification. If this is the case, OCR will use the best unit results to calculate the overall grade to ensure learners get the best possible grade for their full qualification.

All pathways achieved will be printed on learners' full qualification certificates even if some of the units achieved are not used to calculate the overall grade.

## 6.2 Calculation of the qualification grade

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In order to achieve the qualification, learners must achieve the minimum credit value set out in section 3 the 'Qualification structures and rules of combination'.

Learners will be awarded a Pass, Merit, Distinction or Distinction\* qualification grade (or on the larger qualifications a combination of these grades) by the aggregation of points gained through the successful achievement of individual units.

The number of points available is dependent on the credit value of the unit and the grade achieved.

### Points available for credit value of the unit and grade achieved

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The table below shows the number of points available for the credit value of the unit and grade achieved.

Unit level	Points per credit		
	pass	merit	distinction
Level 3	7	8	9

## To calculate the number of points for the unit claimed

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Identify the credit value of the achieved unit and then multiply the credit value of the unit by the points value for the grade achieved (see table above).

For example:

A learner achieving a 10 credit unit at pass would gain: 10 credits x 7 points = 70 points.

A learner achieving a 10 credit unit at merit would gain: 10 credits x 8 points = 80 points.

A learner achieving a 10 credit unit at distinction would gain: 10 credits x 9 points = 90 points.

## To calculate the learner's qualification grade

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Add up all of the points for the units the learner has achieved. Use the total points achieved to establish a qualification grade; see the following grade tables.

### Example A:

A learner has achieved the thirty credits (three units) required for the Level 3 Certificate. Ten credits (one unit) are achieved at distinction and twenty credits (two units) are achieved at merit.

The calculation would be:

<b>Unit credit value</b>	<b>Points value</b>	<b>Total number of points</b>
10 credits	X 9 points (distinction)	= 90 points
10 credits	X 8 points (merit)	= 80 points
10 credits	X 8 points (merit)	= 80 points
	<hr/>	
	Total number of points	= 250 points

Having calculated the total number of points centres should check this figure against the table of points for the Level 3 Certificate to identify the overall qualification grade. For this example, the overall qualification grade would be a Distinction.

### Example B:

A learner has achieved the sixty credits required for the Level 3 Introductory Diploma.

Ten credits (mandatory unit 1) and five credits (unit 7) are achieved at distinction. Five credits (unit 6) are achieved at pass. Twenty credits (units 3 and 5 (both 10 credits) and twenty credits (unit 8) are achieved at merit. The calculation would be:

Unit credit value	Points value	Total number of points
5 credits	X 7 points (pass)	= 35 points
5 credits	X 9 points (distinction)	= 45 points
10 credits	X 9 points (distinction)	= 90 points
10 credits	X 8 points (merit)	= 80 points
10 credits	X 8 points (merit)	= 80 points
20 credits	X 8 points (merit)	= 160 points
	<hr/>	
	Total number of points	= 490 points

Having calculated the total number of points centres should check this figure against the table of points for the Level 3 Introductory Diploma to identify the overall qualification grade. For this example, the overall qualification grade would be a Merit.

### Qualification Grade

#### OCR Level 3 Cambridge Technical Certificate – 30 credits

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The table below shows the points ranges and the grades that those ranges achieve.

Points range	Grade	
260 and above	Distinction*	D*
250 – 259	Distinction	D
230 – 249	Merit	M
210 – 229	Pass	P

### Qualification Grade

#### OCR Level 3 Cambridge Technical Introductory Diploma – 60 credits

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The table below shows the points ranges and the grades that those ranges achieve.

Points range	Grade	
520 and above	Distinction*	D*
500 – 519	Distinction	D
460 – 499	Merit	M
420 – 459	Pass	P

## Qualification Grade

### OCR Level 3 Cambridge Technical Subsidiary Diploma – 90 credits

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The table below shows the points ranges and the grades that those ranges achieve.

Points range	Grade
790 and above	D*D*
770 – 789	D*D
750 – 769	DD
720 – 749	DM
690 – 719	MM
660 – 689	MP
630 – 659	PP

## Qualification Grade

### OCR Level 3 Cambridge Technical Diploma – 120 credits

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The table below shows the points ranges and the grades that those ranges achieve.

Points range	Grade
1060 and above	D*D*
1030 – 1059	D*D
1000 – 1029	DD
960 – 999	DM
920 – 959	MM
880 – 919	MP
840 – 879	PP

## Qualification Grade

### OCR Level 3 Cambridge Technical Extended Diploma – 180 credits

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The table below shows the points ranges and the grades that those ranges achieve.

Points range	Grade
1590 and above	D*D*D*
1560 – 1589	D*D*D
1530 – 1559	D*DD
1500 – 1529	DDD
1460 – 1499	DDM
1420 – 1459	DMM
1380 – 1419	MMM
1340 – 1379	MMP
1300 – 1339	MPP
1260 – 1299	PPP

# 7 Delivery

## 7.1 Mode of delivery

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Centres are free to deliver these qualifications using any mode of delivery that meets the needs of the learners. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the resources they will need to develop the knowledge, understanding and skills required to complete the assessments..

Centres should consider the learners' complete learning experience when designing learning programmes.

This is particularly important where learners are studying part time alongside work commitments where learners may bring with them a wealth of experience that should be utilised to maximum effect by centre staff. These qualifications can be part of a 16–19 study programme and there will be ways to integrate learning required for other qualifications or to develop and maintain the skills that are essential to for further study and work.

Centre staff planning the learning programme could enhance this by liaising with local employers to ensure the programme meets the learners' needs. Centres are encouraged to build relationships with employers and involve them in the delivery of the learning programme and, if appropriate, link to work-based training.

## 7.2 Centre resources and requirements

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There is no requirement for learners to carry out work experience placements.

Units may contain guidance on the resources required.

Centres should ensure that learners are provided with the appropriate physical resources they need to complete the learning and assessments, such as:

- protective equipment and/or clothing, wherever this is appropriate
- software
- people/participants
- practical space.

Centres must take care and follow all health and safety requirements and quality assurance procedures specific to each practical activity. They must make sure the appropriate health and safety policies are in place for equipment used by learners, even if the equipment isn't specified in the unit content.

## 7.3 Access arrangements and special consideration

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There can be adjustments to standard assessment arrangements on the basis of the individual needs of learners.

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

The responsibility for providing adjustments to assessment is shared between the centre and OCR. Please read the JCQ booklet *Access Arrangements and Reasonable Adjustments* at [www.jcq.org.uk](http://www.jcq.org.uk).

For further guidance on access arrangements and special consideration refer to the Exams Officers area of the [OCR website](#).

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

## 7.4 Wider curriculum

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

### Spiritual, moral, ethical, social and cultural issues

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Tutors delivering a programme of learning leading towards these qualifications will have opportunities to develop learners' understanding of spiritual, moral, ethical, social, legislative, economic and cultural issues, for example through:

- the rights of an individual to be informed of and to access data held about them by an organisation (Data Protection Act)
- Freedom of Information
- the copyrights of individuals and organisations over published electronic data
- confidentiality of information (employer and clients); the need to ensure data security
- computer misuse
- taking responsibility for honesty and accuracy in the recording, manipulating and presenting data.

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

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Tutors delivering a programme of learning leading towards these qualifications would have opportunities to develop learners' understanding of health and safety issues, environmental issues and European developments such as:

- correct procedures for working with IT equipment
- print consumables
- energy-saving software.

# 8 Certification

Learners who achieve the full qualification will receive:

- a unit certificate listing the unit or units achieved, with their related credit value and unit grade
- a certificate stating the full qualification title and the grade achieved.

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

## 8.1 Claiming certificates

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There are no specific deadlines for claiming the units. However, it is important to make claims only when it is clear that the learners have met the requirements for the unit.

To receive results in time for university entrance (or to coincide with the GCSE/AS/A Level results release), book your final visit by 1 June to ensure the visit is completed by 30 June.

Certificates will be issued directly to the centre for successful learners. In order to ensure that these are correctly issued, centres must ensure that the OCR learner number is **always** used where a learner has already achieved one or more units.

For details on how to make online claims for these qualifications, refer to OCR's Administration area for the [Cambridge Technicals \(2012 suite\)](#).

## 8.2 Replacement certificates

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For details on replacement certificates refer to OCR's Administration area for the [Cambridge Technicals \(2012 suite\)](#).

## 8.3 Enquiries about results

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

To find out more about this, please refer to OCR's Administration area for the [Cambridge Technicals \(2012 suite\)](#).



# 9 Support

## 9.1 Free resources

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The following materials are available on the [OCR website](#):

- Skills guides. <http://www.ocr.org.uk/i-want-to/skills-guides/>. These can help review or refresh skills in a variety of areas including:
  - managing projects
  - research
  - referencing (good practice in acknowledging the work of other authors and avoiding accusations of plagiarism)
- A guide to resources; we provide for the Cambridge Nationals and Cambridge Technicals qualifications
- Command verb definitions
- Frequently asked questions (FAQs)
- Rules of combination calculator; this tool will help you to select the right credits and combination of units for learners to undertake to complete the chosen qualification route
- Learner Progress tracker; this tool helps you track your learners' progress through their chosen units.
- Resources link; it provides descriptions of, and links to, a variety of teaching and learning resources that you may find helpful
- Delivery guide
- Introductory presentations
- Teacher instructions
- Lesson element

## 9.2 Model assignment

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A model assignment is available for Level 3, Unit 1. Centres may choose to:

- use the model assignment for formal summative assessment of learners
- tailor the model assignment for formal summative assessment of learners
- use the model assignment as a benchmark for devising your own model assignments.

This is available to download from the qualification webpage.

## 9.3 Interchange

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Centres must use Interchange to administer these qualifications. It has been developed to help carry out day-to-day administration functions online, quickly and easily. The site allows centres to buy learner entries, make claims, see the progress of claims and read centre feedback. In addition, centres can gain immediate and free access to learner information at their convenience. Sign up at [www.ocr.org.uk/ocr-for/exams-officers/interchange/](http://www.ocr.org.uk/ocr-for/exams-officers/interchange/).

## 9.4 Useful documents

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### *Candidate Authentication Statement*

Learners must sign this statement to confirm that the work they have submitted for assessment is their own. The form is completed when work is submitted for assessment and it can cover more than one unit. Every unit of the learner's qualification must be listed on a Candidate Authentication statement; there does not have to be a separate form for each unit.

### *Unit Recording Sheets (URS)*

This form is completed to record and justify a centre's assessment decisions. A URS must be completed for each unit a learner completes and made available with the work during visiting moderation.

### *Witness Statement*

Centres should use this form when they have observed a learner as part of their assessment. Use it to testify or corroborate what has actually been observed.

## 9.5 Useful links

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OCR publications

[What is malpractice?](#)

[www.ocr.org.uk/administration/](http://www.ocr.org.uk/administration/). You'll find all the information you need for the administration of these qualifications, including key dates for taking exams.

JCQ publications

*Access Arrangements and Reasonable Adjustments*  
*A guide to the special consideration process*  
*Suspected Malpractice in Examinations and Assessments*

Find these at [www.jcq.org.uk](http://www.jcq.org.uk)

Regulation and regulatory documents

Regulatory documents - find these at:

<https://www.gov.uk/guidance/regulatory-document-list>

[Register of Regulated Qualifications](#) – for England and Northern Ireland

[Qualifications in Wales](#) database (QiW) - for information on approved and designated qualifications in Wales including funding

# 10 Contacting OCR

## 10.1 Feedback and enquiries

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

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

Telephone: 024 76 851509  
Fax: 024 76 421944  
Email: [vocational.qualifications@ocr.org.uk](mailto: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 about OCR qualifications.

## 10.2 Complaints

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

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

We can be contacted:

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

by email – send an email to [complaints@ocr.org.uk](mailto:complaints@ocr.org.uk)

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