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EXEMPLAR CANDIDATE WORK

UNIT SHC 022

INTRODUCTION TO PERSONAL
DEVELOPMENT IN HEALTH, SOCIAL
CARE OR CHILDREN'S AND YOUNG
PEOPLE'S SETTINGS.

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INTRODUCTION

OCR has reproduced this exemplar candidate evidence to support teachers in interpreting the assessment criteria for the unit SHC 022, Introduction to personal development in health, social care or children's and young people's settings.

This exemplar evidence should be considered alongside the unit requirements, the Learning Outcomes and Assessment Criteria. This content has been selected by the OCR Chief External Verifier for the Health and Social Care Diplomas, to illustrate how the assessment criteria are applied, and to provide some commentary on what factors contributed to the final outcome.

The exemplar candidate evidence is intended to demonstrate how criteria have been met and are supported by a commentary. While the exemplars are intended to be useful in interpreting the specification's Assessment Criteria, they should in no way be regarded as definitive evidence.

This resource is provided for advice and guidance only.

EXEMPLAR UNIT: SHC 022 – INTRODUCTION TO PERSONAL DEVELOPMENT IN HEALTH, SOCIAL CARE OR CHILDREN’S AND YOUNG PEOPLE’S SETTINGS.

UNIT PURPOSE

- Introduces the meaning of competence in own work role
- Raises awareness of the required skills to be able to reflect on own work activities
- Raises awareness of the required skills to be able to agree a personal development plan
- Raises awareness of the required skills to be able to develop knowledge, skills and understanding

EVIDENCE FOR LEARNING OUTCOME 1

UNDERSTAND WHAT IS REQUIRED FOR COMPETENCE IN OWN WORK ROLE

Assessment Criteria:

AC1.1 – **Describe** the duties and responsibilities of own work role

Extract from **Written Questioning:**

Written Question: 'Describe the duties and responsibilities of own role':

'As a support worker, my duties and responsibilities are assisting the service users get to a high standard of personal care which includes personal hygiene, assistance with laundry, and cleaning.

Maintaining confidentiality about service users, staff and the Company as a whole.

Complying with health and safety procedures when carrying out my duties for my safety, service users and others and attend training designed to further the interest of health and safety.

Complying with policies and procedures and code of practice.

Maintaining accurate records as required.

Helping with leisure activities like playing games, listening to music, watching a DVD, etc. I play games with the service users. I put on the TV and turn to a music station for them to listen to and put on DVDs as they choose.

Participating in fire drills at every three months interval which updates me on what to do for the safety of myself, service users' safety and others in case of fire.

Reporting to the management any incident or accident that may occur whether there is injury or not to service users or others. This is usually done in my work place by the use of a special note which is a hardcopy document with company letter headed paper for reporting incidents/accidents.

Reporting any maintenance and repair tasks in the home, which if not done will pose a risk or danger to the service user or others to my Team Leader.

Assisting and participating in the administrative tasks necessary for the smooth running of the home like in taking stocks of materials and substances we work with which I do.

Participating in regular supervision which has assisted me in identifying training needs, improved work performance, aid and assess professional development.

Attending training courses and meetings as required.

Covering shifts when a colleague is under pressure.

Conducting myself as required and demonstrating respect, consideration and maturity.

Being supportive and empathic to service users and colleagues.'

COMMENTARY FOR EVIDENCE FOR AC 1.1

- **Assessment Method:** The assessor has used an open and direct **written question** with this learner 'Describe...' this encourages the learner to think about the different duties and responsibilities of own work role. The assessment method is **valid** as it measures the learner's understanding and knowledge of the duties and responsibilities of own job role.
- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects well own understanding of both 'duties' and 'responsibilities'. In terms of duties the learner provides details of a range of different activities that she undertakes as part of her current job role: *'assisting the service users get to a high standard of ...personal hygiene, assistance with laundry, and cleaning... helping with leisure activities... assisting and participating in the administrative tasks'*. When describing responsibilities the learner details the personal qualities required to carry out own work role: *'demonstrating respect, consideration and maturity...being supportive and empathic to service users and colleagues'* as well as a range of various areas of responsibility and accountability: *'maintaining confidentiality... complying with health and safety procedures... maintaining accurate records... participating in fire drills ...participating in regular supervision... attending training courses and meetings.'*
- **Breadth of Evidence:** The learner has given a detailed account of own duties and responsibilities. The learner's evidence **meets AC1.1 fully** in terms of providing a **description** of the duties and responsibilities of own work role.

Assessment Criteria:AC1.2 – **Identify** standards that influence the way the role is carried out.**Extract from Personal Statement:**

Personal Statement: 'Explain how you would identify standards that influence the way your role is carried out'

'As a support worker there are standards that influence the way one role is carried out. The Codes of Practice outlined by the General Social Care Council GSCC which described the standard of conduct and practice expected from a care worker is one of the standards that influence the way my role is carried out as a support worker.

This is in protecting the rights and promoting the interests and independence of service users. Respecting dignity, privacy, culture and religion of service users.

Maintaining the trust and confidence of the service users by keeping confidential information except the one that will pose danger to them.

There are regulations that influence the way my role is carried out as a support worker. The Care Standards Act requires the care provider to ensure that care provision meets the needs of the service users and is provided well.

Health and safety legislation... such as the Health and Safety at Work Act, Food Safety Act, COSHH, RIDDOR and so on influence the way my role is carried out as a support worker. The understanding of health and safety regulations and putting it into practice make it possible for me to ensure that service users I am supporting are safe and free from harm.

The confidentiality laws like the Data protection Act, Freedom of Information Act ... influence my role in dealing with confidential information about the service users.

The Care Standards Act and the Essential Standards requires providers to ensure that care provision is fit for purpose and meets the assessed needs of individuals using the services is another influence to my roles as a care worker. This enables me to demonstrate competence in my work role.

National Occupational Standards (NOS) which provide a way to assess how well someone can do a job is another standard that influence my role as a support worker.

COMMENTARY FOR EVIDENCE FOR AC 1.2

- **Assessment Method:** The learner's **personal statement** provides the learner with an opportunity to express her understanding of the standards that affect the quality of care being provided. The assessment method is **valid** as it measures the learner's understanding and knowledge of the different standards that influence the way the social care worker role is carried out.
- **Quality of Evidence:** The learner's response is of a good quality. The information that the question extracts from the learner is more than is required to meet this AC; as the learner provides a description, where a list of the different standards would have been sufficient. The learner includes a comprehensive list of the different types of standards including: codes of practice, regulations and national standards.
- **Breadth of Evidence:** The learner has given a list of the different standards. The learner's evidence **meets AC1.2 fully** in terms of **identifying** the different standards that influence the way the role is carried out.

Assessment Criteria:

AC1.3 – **Describe** ways to ensure that personal attitudes or beliefs do not obstruct the quality of work

Extract from **Written Questioning:**

Written Question: 'Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of your work':

'As a support worker the best practice is to put my own personal attitudes and beliefs to one side and not impose but respect the personal attitudes and beliefs of the people I work with.

...Understanding the history of a service user, their background and likes makes a difference about my attitudes towards them. Understanding a service user's and other colleagues attitudes and beliefs will help me as a support worker with the best practice of putting my own personal attitudes and beliefs aside and respecting the people I work with. For example, if I am a Christian and I am working with people that are Hindus or any other religion, I have to respect their beliefs because it is their right and not force my beliefs that are different on them.

Another way is to recognise and respect that other service users and colleagues will have different attitudes and beliefs and that this is their right to have them and that these should be respected. Putting yourself in the shoes of another person means I understand and account for their beliefs and attitudes.'

COMMENTARY FOR EVIDENCE FOR AC 1.3

- **Assessment Method:** The assessor has used an open and direct **written question** with this learner 'Describe...' this encourages the learner to think about the different ways to ensure that personal attitudes or beliefs do not obstruct the quality of work. The assessment method is **valid** as it measures the learner's understanding and knowledge of the ways to ensure that personal attitudes or beliefs do not obstruct the quality of work.
- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects well own understanding of a range of practical ways to ensure that personal attitudes and beliefs do not obstruct the quality of work: *'putting own personal attitudes and beliefs to one side...not impose...respect.. understanding the history, attitudes and beliefs...putting yourself in the shoes of another...'*
- **Breadth of Evidence:** The learner has given a detailed account of ways to ensure that personal attitudes or beliefs do not obstruct the quality of work. The learner's evidence **meets AC1.3 fully** in terms of providing a **description** of the ways to ensure that personal attitudes or beliefs do not obstruct the quality of work provided.

EVIDENCE FOR LEARNING OUTCOME 2

Assessment Criteria:

AC2.1 – **Explain** why reflecting on work activities is an important way to develop knowledge, skills and practice.

Extract from **Written Question:**

Written Question: 'Explain why reflecting on work activities is an important way to develop knowledge, skills and practice':

'Reflecting on practice is an important way to develop knowledge, skills and practice because it helps to think about ideas, observe what worked and didn't, why and the difficulties encountered etc.

On reflecting on my practice I question what I found that I didn't understand, the information or areas I didn't know about, the issues that came up that I need to know more about and what I could have done for improvements. I can then improve this by doing more reading for example to improve my knowledge or observing someone else or doing training which can improve my skills.

Weighing up what worked and didn't gives me the room I need to improve and develop more knowledge and skills, this will then improve the way I work with others, the quality of support provided and making sure the quality is of a high standard and is maintained this way.'

COMMENTARY FOR EVIDENCE FOR AC 2.1

- **Assessment Method:** The learner's response to the **written question** details well the different reasons why reflecting on work activities is important: *'think about ideas, observe what worked and didn't, why and the difficulties encountered...question ...what I didn't understand...what I could have done for improvements...improve the way I work with others, the quality of support provided and making sure the quality is of a high standard...'* The assessment method is **valid** as it measures the learner's understanding and knowledge of the different reasons for reflecting on work activities.
- **Quality of Evidence:** The learner's response is of a good quality because the learner details well own understanding of the different reasons for why reflecting on activities is important in terms of both how it impacts on own role as a professional and on others including the quality of the service being provided.'
- **Breadth of Evidence:** The learner has given a detailed account of the importance of reflecting on work activities. The learner's evidence **meets AC2.1 fully** in terms of providing an **explanation** of the different reasons why reflecting on work activities is an important way to develop knowledge, skills and practice.

EVIDENCE FOR LEARNING OUTCOME 2

Assessment Criteria:

AC2.2 – **Assess** how well own knowledge, skills and understanding meet standards

AC2.3 – **Demonstrate** the ability to reflect on work activities

EVIDENCE FOR LEARNING OUTCOME 3

Assessment Criteria:

AC3.3 – **Contribute** to drawing up own personal development plan

EVIDENCE FOR LEARNING OUTCOME 4

Assessment Criteria:

AC4.1 – **Show** how a learning activity has improved own knowledge, skills and understanding

AC4.2 – **Show** how reflecting on a situation has improved own knowledge, skills and understanding

AC4.3 – **Show** how feedback from others has developed own knowledge, skills and understanding

AC4.4 – **Show** how to record progress in relation to personal development

Extract from **Observation:**

Observation ('N' is the learner and 'P' is the deputy manager):

'When all the medication was administered P asked N if she would like to have a supervision in the quiet room.... N was happy with this and this was prearranged.

P went through the minutes of the last supervision and discussed the issues that N had of A/L N said that this was fine now and she had agreed the days off with the manager. They talked through a concern that N had with the staircase being untidy and clients dropping things which could be a danger of tripping. P said that the day staff were now vacuuming the stairs regularly and it was agreed that this was no longer a problem.

P then looked at N's training record and said what she needed to complete in the near future. They discussed the most important training and agreed that N would benefit from Autism training as most of the clients had forms of personality disorder. It was agreed that N would go on Autism, Diabetes and Safeguarding Adults training and this was to be held at the training centre... P said she would let her know the dates and entered this in the supervision notes.

As N mainly works nights P asked her if she has any concerns with any of the clients. N said that the only problems had been with a client that was jumping out of places in the night to try and frighten her and was having some behaviour problems but that it was not as bad as it had been when she started working night shifts. P said she was concerned about this and would discuss this in a team meeting. They then discussed the autism and behaviour problems of a client. P said that client R could be unpredictable and that she must observe him at night and record any changes and report this to her. N agreed.

They then talked about how N was coping with the job in general. N felt that she was doing well but wanted to work on more day shifts so that she could support the clients with activities and to work with their person centred plans and be more involved generally with the running of the home. P said that the staff had seen a change in N in a positive way since she had been working on her diploma and P said that she would discuss this with S the manager.

P recorded this action plan in the notes. They talked through the hand over system for the night staff and agreed that there were no problems. The next thing they talked through was a person centred planning meeting that N had attended to review a client that had been coming downstairs at night and eating other clients' food. They agreed that the meeting had been very worthwhile as the care manager had been present and they agreed that M the client had been frustrated due to his communication needs and so it was difficult for staff to know what he wanted. Now that M was purchasing his own food and had consented to this and eating this in his room this had made a lot of difference said N. They talked about how a meeting with the psychiatrist was refused by M, but now how they feel that his behaviour was getting a lot better and to monitor this. N said that she had been working with M this morning and he had been shouting but now feels that by giving him more time and talking through what he would like to do daily has helped him to manage his behaviour.

Extract from **Observation continued**

Observation ('N' is the learner and 'P' is the deputy manager):

P felt that N was good with M and that is why she would like to make her a co-key worker and to change some day shifts as she had asked in the past. It was also agreed that this would benefit N with more experience of all the clients and monitoring and evaluating the care plans and files that were part of the person centred planning process. P added that if N did more day shifts she would be able to interact with other staff and become more confident in taking clients on holidays and to activities.

P asked N to now work with M and have meetings with him regularly and to look at his history notes and all plans and to set up visits with him of his choice for activities. P said he had been talking about seeing his brother as the last time it was raining and he refused to go and said that she would like N to talk to him about a visit and also go through his risk assessments and then they could update these together. N was very happy with this and P recorded this in her notes.

They then talked about clients' finances and making sure receipts are kept for all purchases. They also talked about the mobility problems of client S and to ensure that two staff supported her in physical activities and when moving as she was coming out of hospital and would be unsteady on her feet. P said to check the care plan and look through the risk assessments before working with moving equipment as this may have changed and to make sure she is supported with the other staff member to safely move and work together.

N talked to P about the layout of S's room and checked the furniture was in the right place when coming on shift and they talked through infection control and wearing PPE when working with S. P said that it is important that she sits with S and talks about how she wants to be supported throughout the procedure until she is back on her feet and well again and to minimise any discomfort and pain by being aware of her condition which she reiterated will be set up in the care plan. N agreed that she would do this and to record the moves and any concerns she has for the morning staff.

P went through all the main action points of the supervision and said that she would let N know about the training and the working days when she has seen S the manager; another supervision was arranged. She asked N if there was any other business and N felt they had covered everything.

I asked P if she gave a copy of the notes to N. P said that she didn't normally do so, but thought she should do so and agreed that she would print off a copy. She said she then stored a copy in N's personal file locked in the office.'

Witness Supporting Evidence from Deputy Manager

Unit / ACs	How does your employee do this?	Please give an example of this
SHC022 AC2.3	<i>How does N demonstrate the ability to reflect on work practices?</i>	<i>N reflects on her work practice by having meetings with her deputy manager</i>
SHC022 AC4.1	<i>How does N show how a learning activity has improved own knowledge, skills and understanding?</i>	<i>When N started working here she had an induction and worked with senior staff. This has improved her knowledge, skills and understanding.</i>
SHC022 AC4.2	<i>How has N shown how reflecting on a situation has improved her own knowledge, skills and understanding?</i>	<i>N has reflected in supervision how she is working in relation to her own skills when communicating; due to coming from another country and having to learn the speed in which English is spoken. I have witnessed that her understanding of English has improved considerably and is able to support clients with their communication needs.</i>
SHC022 AC4.3	<i>How has N shown how feedback from others has developed her own knowledge, skills and understanding?</i>	<i>I have worked with N in her supervision and she has discussed how she works within the team. I have had feedback from the team leaders indicating that N is working very well and has developed considerably within the time she has been working here to support the clients.</i>
SHC022 AC4.4	<i>How does N show she records progress in relation to personal development?</i>	<i>N has regular supervisions with me. She records her progress through discussions to agree any development and training that she needs to progress in her role.</i>

COMMENTARY FOR EVIDENCE FOR ACS 2.2, 2.3, 3.3, 4.1, 4.2, 4.3 AND 4.4

- **Assessment Method:** The assessor has used direct **observation** of the learner's practice and supporting **witness testimony** to meet these criteria. The **observation** has been recorded clearly by the assessor in terms of describing specifically the learner's practices in relation to reflecting on work activities, improving and developing own knowledge, skills and understanding and drawing up and recording own progress in relation to personal development.

The evidence from the **witness**, the learner's deputy manager, supports the observation completed with this learner well whilst also demonstrating the learner's competence. The **witness checklist** is used well to provide supporting evidence of the learner's skills against specific assessment criteria.

Both these assessment methods are **valid** as they measure the learner's skills in reflecting on own work activities, developing own knowledge, skills and understanding and agreeing a personal development plan.

- **Quality of Evidence:** The documented observation is of a good quality because the learner demonstrates clearly own competence and knowledge against each of the assessment criteria. During the learner's supervision the learner demonstrates well her ability to reflect on work activities and assess her own knowledge and skills i.e. attending a person centred meeting, working with clients with specific needs, attending autism training.

The observation also details well how different situations that have arisen at work have enabled the learner to improve own knowledge, skills and understanding i.e. through working with clients with specific needs and attending a person centred planning meeting. The learner's supervisor also provides the learner with feedback on her work practices several times during the meeting.

During the supervision meeting, the learner agrees with the supervisor specific areas and activities for her own development i.e. training in autism, diabetes and safeguarding, additional key worker responsibilities and opportunities to support individuals with activities during day shifts. The learner is given a copy of the information discussed and documented during the supervision meeting that includes the key areas discussed, proposed activities and actions to be completed before the next supervision meeting.

- **Breadth of Evidence:** The learner's evidence **meets ACs 2.2, 2.3, 3.3, 4.1, 4.2, 4.3 and 4.4 fully** in terms of **demonstrating** that the learner is able to reflect on own work activities, agree a personal development plan and develop own knowledge, skills and understanding.

EVIDENCE FOR LEARNING OUTCOME 3

Assessment Criteria:

AC3.1 – **Identify** sources of support for own learning and development.

Extract from **Personal Statement:**

Personal Statement: 'Explain how you would identify sources of support for your own learning and development':

'First source of support was induction which was where I learnt about my new role and responsibilities, what was expected of me.

My Company has a system in place for training and CPD (Continuing Professional Development) The in-house training that is within the company and external training with another training provider like the one I am doing where a QCF Diploma assessor ensures that the support worker gains an understanding of best practice and the knowledge required.

Supervision is an important source of feedback and we discuss my work and how I am doing, what I am doing well and what needs to improve. Supervision feedback could be formal like in supervision meetings but also informal when talking unplanned. For example, my manager will come in, in the morning and ask 'how did it go last night?' And after explaining, she will tell me fine but next time add this to what you have done...

Appraisals are used for showing how I am working according to the required standards and the Company's policies. During appraisal... my supervisor will ask me the courses that I have done after which she will note the courses that I need to do. It is during appraisal that what I am learning is discussed.

My colleagues and the service users are important too for giving me feedback, for showing me what I am doing well, the areas I need to improve on and work on.'

COMMENTARY FOR EVIDENCE FOR AC 3.1

- **Assessment Method:** The learner's **personal statement** provides the learner with an opportunity to express her understanding of the different sources of support available to her for her own personal learning and development. The assessment method is **valid** as it measures the learner's understanding and knowledge of the different sources of formal and informal supports available.
- **Quality of Evidence:** The learner's response is of a good quality. The information that the question extracts from the learner is more than is required to meet this AC; as the learner provides a description, where a list of the different sources would have been sufficient. The learner includes a comprehensive list of the different types of formal and informal supports available including: induction, CPD, training, supervision, appraisals, colleagues and service users.
- **Breadth of Evidence:** The learner has included a list of the different sources available. The learner's evidence **meets AC3.1 fully** in terms of **identifying** the different sources of support for own learning and development.

Assessment Criteria:AC3.2 – **Describe** the process for agreeing a personal development plan and who should be involvedExtract from **Written Questioning:**

Written Question: 'Describe the process for agreeing a personal development plan and who should be involved in the process':

'...Personal development planning involves reflection; knowing the skills I have, the knowledge I have and what areas I need to improve on as well as what my strengths are and what I do well...'

I then have to plan with my manager how I want to progress in my job, what areas I want training on, want to learn more about, need to improve on and develop. We discuss and agree this together so that I can learn, review and plan for my own development....'

Personal development will help me focus on areas I want to work on, areas I need to develop in and what I want to achieve and where I want to be. I can then reflect on what I have learnt and how I have applied this knowledge to my work and review this every time we meet.

My deputy, manager, service users other colleagues and others I work with can be involved for example I have an NVQ assessor who assesses my learning and development needs and supports me in showing them, my deputy meets with me in regular supervisions, colleagues give me feedback on what I have done well and what I need to improve on...'

COMMENTARY FOR EVIDENCE FOR AC 3.2

- **Assessment Method:** The assessor has used an open and direct **written question** with this learner 'Describe...' this encourages the learner to think about how a personal development plan is agreed as well as the different people that should be involved in the process. The assessment method is **valid** as it measures the learner's understanding and knowledge of the personal development planning process and those who should be involved.
- **Quality of Evidence:** The learner's response is of a good quality because the learner reflects on the process she goes through for agreeing own personal development planning as well as the different ways others are involved and contribute to this process: *'an NVQ assessor who assesses my learning and development needs and supports me in showing them, my deputy meets with me in regular supervisions, colleagues give me feedback on what I have done well and what I need to improve on...'*
- **Breadth of Evidence:** The learner has given a detailed account of how and with whom to agree own personal development plan. The learner's evidence **meets AC3.2 fully** in terms of providing a **description** of the process for agreeing a personal development plan and who should be involved.

SUMMARY OF HOW EXEMPLAR EVIDENCE FOR SHC 022 MEETS THE ASSESSMENT REQUIREMENTS AND ASSESSMENT CRITERIA

Variety of assessment methods used	Yes	Observation Witness Testimony Written Questioning Personal Statement
Valid assessment methods used	Yes	All assessment methods used were appropriate for validating the learner's knowledge and skills of all the assessment criteria in this unit.
Quality and Breadth of evidence sufficient	Yes	Evidence provided meets all the assessment criteria fully.

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