

# Centre Handbook

OCR Level 4 Cambridge Technical Diploma in IT 05805

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# 1 Introduction

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

<b>Title</b>	<b>OCR entry code</b>	<b>Qualification Number</b>
OCR Level 4 Cambridge Technical Diploma in IT	05805	601/1118/5

The units and any supporting documentation for this qualification are available on the OCR website.

The information provided in this handbook is correct at the time of production. Occasionally we may update this information. Check the qualification webpages regularly for the most up-to-date information.

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

You should read this document in conjunction with the [Admin guide: Cambridge Technicals](#).

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

## 1.1 About this qualification

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This qualification:

- is high quality and nationally recognised
- is vocationally-related
- is credit-based
- relates to national occupational standards (NOS)
- is regulated in the Qualifications and Credit Framework (QCF)
- appears on the Register of Regulated Qualifications <http://register.ofqual.gov.uk/>.

The OCR Level 4 Cambridge Technical Diploma in IT can be combined with the OCR Level 4 Diploma in Professional Competence for IT and Telecoms professionals as part of the Higher Apprenticeship Framework.

This qualification provides valuable opportunities for learners to:

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

## 1.2 Aims and objectives

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The Cambridge Technical qualifications offer opportunities to develop skills demanded by employers in the UK today and enable learners to progress on to Higher Education.

The Cambridge Technical qualifications have been developed to provide learners with:

- the opportunity to develop 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, and personal skills necessary for higher education and/or employment
- continual professional development for employees in the sector
- the opportunity to achieve a nationally recognised vocational qualification.

The programme of study for this qualification will prepare learners for further learning or training and provide them with the opportunity to develop knowledge and skills in the IT sector. The qualification is suitable for learners who wish to move into employment in the IT sector or develop their existing IT sector knowledge and skills as part of their Continual Professional Development (CPD). Whether learners are seeking employment or are currently in employment, this qualification offers the opportunity to refresh and update their knowledge and skills in the IT sector, with the aim of enhancing their employability.

The OCR Level 4 Cambridge Technical Diploma in IT can be combined with the OCR Level 4 Diploma in Professional Competence for IT and Telecoms Professionals as part of the Higher Apprenticeship Framework.

## 1.3 Entry requirements

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This qualification has been developed so it is free from any barriers that restrict access or progression and therefore promote equal opportunities.

There are no formal entry requirements for this qualification.

There is no requirement for any specific prior learning. We recommend that an initial assessment takes place to ensure the learner is capable of reaching the required standards.

All staff involved in the assessment or delivery of this qualification should understand the requirements of the qualification and match them to the needs and capabilities of individual learners before entering them as learners for this qualification (See section 5.3).

## 1.4 Funding

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This qualification is regulated in the Qualifications and Credit Framework and is eligible for funding. The information below was correct at the time of going to print.

For further details on funding and learner eligibility refer to the following websites:

Department for Education (DfE) under [Section 96 of the Learning and Skills Act 2000](#)  
[Skills Funding Agency](#) for public funding in England

DAQW – [Database of Approved Qualifications](#) for public funding in Wales

[Department for Employment and Learning](#) for public funding in Northern Ireland

[Education Funding Agency](#) for public funding information for 16-19 learners in England

You should use the QCF Qualification Number (QN) when looking for public funding for learners. Each unit within a qualification will also have a QCF unit code.

If you have any queries regarding funding for this qualification contact OCR by email at [funding@ocr.org.uk](mailto:funding@ocr.org.uk).

## 1.5 Guided learning hours

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Guided learning hours (glh) indicate the approximate time (in hours) the tutor will spend supervising or directing study time and assessment. Each unit includes the glh and information on unit glh is given in Section 3 [Qualification structures and rules of combination](#).

## 1.6 Progression to further study or employment

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This qualification has been designed to develop the skills, knowledge and understanding required to enable progression to Higher Education Institutes or directly into employment.

## 1.7 Recognition of Prior Learning (RPL)

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

It is important that knowledge is up to date and centre staff must judge the relevance of prior learning in all its aspects to the qualification being assessed.

## 1.8 Unique Learner Numbers (ULN) and the Personal Learning Record (PLR)

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Ofqual requires Awarding Bodies to capture the Unique Learner Number (ULN) for all learners who have claimed certification for this qualification. It is also a condition of funding that all learners claiming certification for publically-funded qualifications must have a valid ULN.

The Personal Learning Record (PLR) is a permanent, online record of learners' qualifications and achievements and also supports Credit Accumulation and Transfer (CAT). Each unit and qualification in the Qualifications and Credit Framework (QCF) has a credit value. The PLR enables learners to accumulate a record of their achievements within one place and so supports the transfer of credit for these units between learning providers and awarding bodies, thus supporting learners to gain full qualifications.

Learners over the age of 14 in UK education or training can access their PLR using their ULN. Learners keep the same ULN to access their PLR throughout their lives and whatever their level of learning.

Where a learner has a ULN, you must enter their ten digit number in the ULN field when making entries via Interchange. For learners who do not have a ULN, a claim will still be accepted if you leave this field blank, but OCR will not be able to send these achievements to the PLR.

When making entries via Interchange, for candidates with a ULN, you should enter the ten digit number in the ULN field.

Further information about this can be found in the [Admin guide: Cambridge Technicals](#) and at the [Learner Records Service](#).

## 1.9 Supporting OCR learners

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Centres should make sure learners are informed of the title and level of the qualification they have been entered for and that Oxford Cambridge and RSA Examinations (OCR) is the awarding organisation for their chosen qualification.

Centre staff should provide guidance to learners on the assessment process and help learners prepare for assessment. Full details on how the units are assessed are in sections [Qualification structures and entry requirements](#) and [Assessment](#).

## 1.10 Administration arrangements for this qualification

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The [Admin guide: Cambridge Technicals](#) provides full details of the administration arrangements and all entry codes for this qualification.

## 2 Qualification summary

<b>Title</b>	OCR Level 4 Cambridge Technical Diploma in IT			
<b>OCR entry code</b>	05805			
<b>Qualification Number (QN)</b>	601/1118/5			
<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 IT</li> <li>• Learners wishing to gain a Level 4 qualification to support further study in Further Education (FE) and Higher Education (HE) in IT</li> <li>• Learners wishing to gain a Level 4 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 120 credits			
<b>Structure and options</b>	Total credit from mandatory unit	15		
	Minimum credit from optional units	105		
<b>Assessment model and grading</b>	<p>This qualification is internally assessed by appropriately qualified centre assessors and quality assurance personnel (e.g. tutors) and externally moderated by OCR Visiting Moderators.</p> <p>This qualification is graded: Pass, merit, distinction.</p>			

# 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, you deliver this qualification holistically by identifying opportunities to link the units.

If a learner is not able to complete the full qualification, we will issue a unit certificate 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.

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

Where a learner does more than the minimum amount of credit we will calculate the points to get the best grade.

### 3.1 Table of units for OCR Level 4 Cambridge Technical Diploma in IT

The following table contains the list of units. These units are available to download from the OCR website.

OCR Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
<b>Mandatory unit</b>					
1	Management of projects	J/601/0302	15	4	60
<b>Optional units</b>					
2	Information systems in organisations	M/601/1444	15	5	60
3	Business skills for e-commerce	Y/601/1244	15	4	60
4	Computer systems	L/601/0446	15	4	60
5	Employability and professional development	M/601/1251	15	4	60
6	Emerging technologies	Y/601/0451	15	4	60
7	Research skills	D/601/1276	15	4	60
8	Systems analysis and design	K/601/1281	15	4	60
9	Human computer interaction	A/601/0457	15	4	60
10	Multimedia design and authoring	H/601/0467	15	4	60
11	Website design	J/601/1286	15	4	60
12	e-Commerce technologies	K/601/1975	15	4	60
13	Database design concepts	R/601/0447	15	4	60
14	Software applications testing	L/601/1984	15	4	60
15	Networking technologies	M/601/0472	15	4	60
16	Procedural programming	D/601/1293	15	4	60
17	Object oriented programming	K/601/1295	15	4	60
18	Event driven programming solutions	H/601/0453	15	4	60
19	Mathematical skills for computing	L/505/5831	15	3	60
20	Work-based experience	D/601/0998	15	5	60
21	e-Commerce strategy	T/601/1994	15	5	60

OCR Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
22	Knowledge-based systems	J/601/0459	15	5	60
23	Data analysis and design	H/601/1991	15	5	60
24	Computer games design and development	Y/601/1518	15	5	60
25	Networking infrastructure	A/601/1964	15	5	60
26	Local area networking technologies	L/601/1547	15	5	60
27	Wide area networking technologies	F/601/1562	15	5	60
28	Network security	D/601/1956	15	5	60
29	IT security management	A/601/1995	15	5	60
30	Digital forensics	D/601/1939	15	5	60

### 3.2 Rules of combination for OCR Level 4 Cambridge Technical Diploma in IT

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To achieve this qualification a learner must achieve the following:

minimum credits	120
total credit from mandatory unit	15
minimum credit from optional units	105

There are no barred combinations, equivalencies or exemptions for this qualification.

### 3.3 Merit and distinction grade descriptors

All units are graded at pass, merit and distinction. Each unit has pass criteria that is specific to the unit. The merit and distinction criteria are generic and apply to every unit. The minimum requirement is to achieve all the pass criteria for each unit the learner chooses. A merit grade is achieved by meeting all the requirements in the pass criteria and the merit descriptors. A distinction grade is achieved by meeting all the requirements in the pass criteria and the merit descriptors and the distinction descriptors.

The merit and distinction criteria are shown below.

<b>Merit criteria (M1, M2, M3)</b>	<b>Distinction criteria (D1, D2, D3)</b>
(M1, M2, and M3 are mandatory to achieve a merit grade. Each must be achieved in the unit to achieve a merit grade.)	(D1, D2, and D3 are mandatory to achieve a distinction grade. Each must be achieved in the unit to achieve a distinction grade.)  (In order to achieve a distinction grade, all merit criteria must also have been achieved.)
M1 Analyse concepts, theories or principles to formulate own responses to situations.	D1 Evaluate approaches to develop strategies in response to actual or anticipated situations.
M2 Analyse own knowledge, understanding and skills to define areas for development.	D2 Evaluate and apply strategies to develop own knowledge, understanding and skills.
M3 Exercise autonomy and judgement when implementing established courses of action.	D3 Determine, direct and communicate new courses of action.

Examples of how the higher level criteria can be achieved are shown below. As they are examples, they could all be substituted with any combination of evidence that successfully meets the criteria or targeted criterion. Any combination (none, one or more) of the examples below could be required to meet the criteria or targeted criterion depending on local contextualisation.

The criteria have been designed so that units can be contextualised for local needs and to allow for any naturally occurring opportunities for progression to be taken advantage of.

<b>M1 Analyse concepts, theories or principles to formulate own responses to situations</b>	
Learners apply appropriate concepts, theories or principles to formulate effective responses to an unfamiliar situation.	
Breadth	<ul style="list-style-type: none"> <li>Learners apply a single concept, theory or principle to formulate more than one response.</li> <li>Learners apply more than one concept, theory or principle to formulate a single response.</li> </ul>
Depth	<ul style="list-style-type: none"> <li>Response could be a revised or new plan of action, working practice or procedure.</li> <li>Situation could be a theoretical or work-based challenge, requirement/need or opportunity for improvement.</li> </ul>

<b>M2 Analyse own knowledge, understanding and skills to define areas for development.</b>	
Learners critically reflect on the limits of their knowledge, understanding and skills in relation to a given sector, job role or specific task.	
Breadth	<ul style="list-style-type: none"> <li>Knowledge, understanding and skills are analysed in relation to (minimum of) a single sector, job role or specific task.</li> </ul>
Depth	<ul style="list-style-type: none"> <li>'Development' might be an enhanced capacity to deliver on professional objectives.</li> </ul>
<b>M3 Exercise autonomy and judgement when implementing established courses of action.</b>	
Learners select and carry-out appropriate, self-directed activities in response to sector and/or task relevant situations without support.	
Breadth	<ul style="list-style-type: none"> <li>Autonomous, sound judgement is shown when implementing a single course of action.</li> </ul>
Depth	<ul style="list-style-type: none"> <li>Learners might arrive at a decision without support (autonomy), although validation of the decision can be sought.</li> <li>An appropriate course of action might be chosen from a range of established courses of action.</li> </ul>
<b>D1 Evaluate approaches to develop strategies in response to actual or anticipated situations.</b>	
Learners apply investigative/research techniques to mitigate anticipated challenges when developing strategies.	
Breadth	<ul style="list-style-type: none"> <li>Learners evaluate a single approach to formulate more than one strategy</li> <li>Learners evaluate more than one approach to develop a single strategy.</li> </ul>
Depth	<ul style="list-style-type: none"> <li>Learners might enhance/adapt an existing strategy or devise a new strategy.</li> <li>Situations might be real (related to sector, job role or a specific task) or imagined (theoretical/conceptual).</li> <li>Strategy might be a high-level or overarching plan of policy or action to achieve a specific aim or objective.</li> </ul>
<b>D2 Evaluate and apply strategies to develop own knowledge, understanding and skills.</b>	
Learners apply investigative/research techniques to select appropriate strategies to counteract weaknesses in own knowledge, understanding and skills. Learners apply chosen strategies to actively improve own knowledge, understanding and skills in relation to a sector, job role or specific task.	
Breadth	<ul style="list-style-type: none"> <li>Knowledge, understanding and skills are developed in relation to (minimum of) a single sector, job role or specific task.</li> </ul>
Depth	<ul style="list-style-type: none"> <li>'Development' might be a demonstrable improvement in the quality or effectiveness of own outputs (i.e. act, review and act again with improved results).</li> </ul>
<b>D3 Determine, direct and communicate new courses of action.</b>	
Learners direct others by determining new or improved courses of action in relation to a range of stimuli. Learners communicate new courses of action using an appropriate format/style for a specialist or non-specialist audience.	
Breadth	<ul style="list-style-type: none"> <li>A single new or improved course of action is determined and communicated to both a specialist and non-specialist audience.</li> <li>More than one new or improved course of action is determined and communicated to a specialist or non-specialist audience.</li> </ul>
Depth	<ul style="list-style-type: none"> <li>Learners may 'determine' courses of action and 'direct' others by improving a working instruction or policy document.</li> <li>Learners might communicate new courses of action to specialist audiences by using complex and appropriate terminology.</li> <li>Learners might communicate new courses of action to non-specialist audiences by accurately summarising complex information and defining complex terminology.</li> </ul>

## 3.4 Delivery guidance

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It will be beneficial to deliver units in a way that uses actual events, industry forecasts or sector-specific contexts which offer the learner the opportunity to explore, develop and apply the fundamental principles of the sector or subject area. Where units have specific delivery guidance it is shown in the unit information.

Learners will benefit from being encouraged to exercise autonomy and judgement, for example, when developing a course of action. They should be able to adapt their thinking and reach considered conclusions. This could help them identify areas of interest to them personally (based on a foundation of relevant knowledge, understanding and/or practical skills).

Learners will also benefit from being presented with subject or sector-relevant problems from a variety of perspectives and from being given the opportunity to explore them using a variety of approaches and schools of thought.

## 3.5 Assessment guidance

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Evidence should be produced to show how a learner has met each of the learning outcomes. This evidence could take the form of assignments, project-portfolios, reports and investigations or, where appropriate, reflective accounts.

Where group work/activities contribute to assessment evidence the individual contribution of each learner must be clearly identified.

All evidence must be available for the visiting moderator to review. Where learners are able to use real situations or observations from work placement, care should be taken to ensure that the record of observation accurately reflects the learner's performance, this should be signed, dated, and included in the evidence. It is best practice to record another individual's perspective of how a practical activity was carried out.

# 4 Apprenticeship information

## 4.1 How do I get a certificate for the apprenticeship?

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The IT, Software, Web and Telecoms Professionals Apprenticeship is certificated by e-skills. For full details of frameworks see e-skills website <http://www.e-skills.com/apprenticeships/>

## 4.2 About the apprenticeships

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An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience required for their immediate job and future career development or progression into further or higher education.

Apprentices acquire skills through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs.

The Level 4 IT, Software, Web & Telecoms Professionals Apprenticeship framework is designed for people who are working in the IT and Telecoms sector. It is made up of qualifications and learning that will provide apprentices with the skills and knowledge required to become competent in their chosen job role and improve their employment prospects. The framework includes a balance of content in technical, business and interpersonal areas, designed to ensure apprentices have an appropriate set of skills to operate in today's IT and Telecoms job roles. The qualifications include units for Software Development, Web Development, Technical Support, Telecommunications and Databases.

On completion of the Level 4 IT, Software, Web & Telecoms Professionals Higher Apprenticeship the apprentice will have the skills, knowledge and competence required to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry. This will enable them to work in roles such as IT Project Manager, Analyst Developer, IT Service Manager, IT Security Analyst, Network or Telecoms Manager.

## 4.3 What makes up an apprenticeship?

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The Level 4 Higher Apprenticeship is approximately 525 guided learning hours (glh).

Candidates wishing to enter a Higher Apprenticeship will need to have achieved one of the following:

- A Levels, or equivalent educational attainment, including the Level 3 IT Diploma, International Baccalaureate or a relevant Level 3 Technical Certificate
- An Advanced Apprenticeship (Level 3)
- Employment within the technology/telecommunications industry for a number of years and demonstrated to their employer that they have a reasonable expectation of achieving the required outcomes of the Higher Apprenticeship. This can be supported by the demonstration or evidence of prior achievement or performance in the role prior to starting the higher apprenticeship.

There is no maximum time frame for the Level 4 IT, Software, Web & Telecoms Professionals Higher Apprenticeship. However, the expected minimum time for the level 4 Higher Apprenticeships is about 18 months. Individual circumstances such as significant prior learning will result in a shorter or longer period of learning. The amount of time the apprenticeship takes will also be influenced by the opportunities available within the workplace and the level of support given by employers and learning providers.

Each apprenticeship is made up of the following elements:

- Competence qualification e.g. OCR Level 4 Diploma in Professional Competence for IT and Telecoms Professionals
- Knowledge qualification e.g. OCR Level 4 Cambridge Technical Diploma in IT

# 5 Centre assessor and internal standardisation requirements

## 5.1 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 assess the expected number of learners
- ensure there are sufficient trained or qualified personnel to internally standardise for the number of learners and assessors e.g. a senior teacher, experience of standardising decisions, lead internal verifier (IV)
- put systems in place to ensure all assessments are valid, reliable, authentic and sufficient and provide quality assured training for centre personnel taking part in assessment
- ensure there is a system of standardisation in place to ensure all assessments are consistent and fair
- ensure there is sufficient time to conduct effective assessment and internal standardisation
- ensure there are sufficient facilities and resources to deliver and assess this qualification.

## 5.2 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 you to take steps to ensure the quality and standard of assessment is consistent (see section 4.3).

Centres are responsible for identifying staff that are able to act as assessors. We require assessors to have the relevant level of subject expertise to deliver this qualification 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.

Assessors 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 feedback to learners

- liaise with other assessors in the centre to ensure assessment decisions are to the required standard
- confirm learner achievement by completing and signing the Unit Recording Sheet (URS) for each learner and each unit
- maintain records of learners' achievements which would be needed in the event of any submission or results enquiries.

### 5.3 Centre standardisation for assessors

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- If your centre has a number of staff acting as assessors for this qualification then you **must** carry out internal standardisation to ensure that all learners' work is assessed consistently to the required standard.
- If you are the only assessor in your centre for this qualification then you must ensure your assessment decisions are standardised. An example would be to ask another assessor in your centre to review a sample of your assessment decisions.
- In order to maintain a consistent approach to internal standardisation, a centre co-ordinator **could** be nominated. The centre co-ordinator would then be responsible for:
  - ensuring all assessors are assessing to the required standard
  - ensuring all assessment decisions are fair, valid and reliable
  - arranging regular standardisation meetings
  - ensuring cross-moderation of work between assessors
  - maintaining records of the outcome of cross-moderation activities
  - advising centre assessors of any discrepancies in assessment
  - suggesting ways in which assessment may be brought into line to meet the required standard.

# 6 Assessment and OCR visiting moderation

## 6.1 Overview

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Key features of the assessment of this qualification are:

- assessment is carried out by centre personnel. Learners must produce evidence that demonstrates their knowledge, skills and understanding against the assessment criteria prescribed in the units. Centres are free to set an assessment brief or a series of tasks to act as a stimulus for the production of evidence. This provides you with opportunities to create a series of tasks and set them in a context that is relevant to the learner and local or national employers
- assessment of all units can take place at a time to suit learners and your 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; this qualification is 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. The qualification is graded as pass, merit or distinction (details in section 7)
- all units are internally assessed and externally moderated by an OCR Visiting Moderator.

Assessment of this qualification will be conducted in accordance with OCR's requirements and the Ofqual's Regulatory Arrangements for the Qualification and Credit Framework (Ofqual, August 2008) and the General Conditions of Recognition.

When learners complete an assignment/task, the centre assessor assesses their work. You will need to identify staff who will act as centre assessors. The staff will need to have experience in making judgments about learners' progress (see section 4).

You should ensure a rigorous and reliable system for recording assessment decisions is in place. 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
- what was assessed (i.e. the unit evidence)
- when the assessment took place
- when the assessment was internally standardised and by whom
- what grade was awarded.

## 6.2 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 and achieve the learning outcomes. Opportunities to generate evidence should allow all learners to demonstrate their achievement across 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.

Tutors must ensure that learners understand what is required by the command verbs e.g. 'apply'. A glossary of terms is provided in Appendix A.

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 units.

As a minimum you should cover the identified teaching content in the unit. The teaching content in the unit is not exhaustive and may be expanded upon or tailored to particular contexts in which the unit is being taught and the assessment criteria applied.

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

When centre tutors/assessors are satisfied the learner has met all of the requirements for a unit, they **must** confirm this by signing a Unit Recording Sheet (URS), available to download from our website, to show the assessment process is complete for that unit.

## 6.3 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.

## 6.4 Guidance for centres on setting assessment tasks

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Learners must produce evidence that demonstrates their knowledge, skills and understanding against the assessment criteria prescribed in the units.

We have developed example assessment briefs to provide guidance to centres and learners on ways of producing evidence. In the 'Guidance for Learners' section we indicate opportunities for learners to access merit and distinction criteria, these are suggestions only. Evidence for merit and distinction criteria should be recognised wherever they occur in the learner's evidence. These are available to download from our website and can be used as they are, tailored to the needs of learners or used as a benchmark for centres to devise their own assessment briefs or tasks. These are to be used for summative assessment.

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

Do not introduce additional hurdles which are not part of the requirements of the assessment criteria. For example, if the criterion calls for a 'plan' do not ask the learner to also carry out a 'review'.

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 a learner's achievement
- can take place at either specific points through their learning programme or at the end of their learning programme.

Evidence generated in the workplace can be accepted. It may be helpful for tasks to be set in a context. 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 assessment briefs 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 to not 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 the answer to the learner. Assessment briefs should only specify the format of evidence when it is a requirement of the assessment criteria or learning outcome. For example, you could ask candidates to produce the content of a webpage rather than ask them 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 and for summative assessment.

Tutors must ensure learners are clear about the tasks they are to undertake and the assessment criteria which they are expected to meet.

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. We strongly advise that staff responsible for designing, modifying or quality assuring the assessment refer to the Ofqual publication '[Fair access by design](#)', which includes information for developing qualifications and assessments on:

- using language and layout in assessment materials that does not present barriers to learners
- using stimulus and source materials in assessment materials (where appropriate) that do not present barriers to learners.

## 6.5 Methods of assessment

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The following methods of assessment are considered suitable for this qualification:

- 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 this qualification is free from constraints outside the requirements of the units. Centres must follow this commitment through when designing assessment briefs or tasks.

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

If you think any aspect of this qualification unfairly restricts access and progression, you should talk to your OCR Visiting Moderator(s) about this.

## 6.6 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.

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 is considered to be malpractice and could lead to the learner being disqualified. Plagiarism sometimes occurs innocently when learners are unaware of the need to reference or acknowledge their sources. It is therefore important that you ensure that learners understand:

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

Learners may refer to research, quotations or evidence but they must list their sources.

Each learner must sign a declaration before submitting their work to the assessor, confirming the work is their own. The declaration must then be retained in the centre.

Assessors are required to declare that the work submitted for internal assessment is the learner's own work. This must be done when the claim is made to us. Through this declaration, the centre confirms that they hold signed learner declarations for all learners who are submitted on the claim.

- If learners participate in group work to produce evidence, the learner's contribution must be clearly identified.

## 6.7 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 criteria within the unit in question.

Evidence can take many forms, for example, photographs, DVDs, digital recordings, CD and paper-based or digitally formatted documents.

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
- Witnesses statements
- Personal or learner statement
- Simulation
- Questioning
- Performance evidence

Learners should take responsibility for the collation and presentation of their own evidence, with appropriate support from tutors, employers and peers, and should be aware of the necessity of clear presentation and ordering as an aid to assessment and grading once the work is submitted.

Where evidence contributes to or fulfils more than one assessment criterion in one or more units, the learner should 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.

We have designed individual Unit Recording Sheets (URS), which **must** be downloaded from [our website](#) (forms), for assessors to record candidate evidence and cross-reference it to assessment criteria within the unit. URS **must** be used, from September 2013, to allow the OCR Visiting Moderator to see which assessment criterion each piece of evidence refers to.

## 6.8 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.

An example of an Observation/Witness Statement is available on our website for use by assessors.

## 6.9 Witness statements

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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 they witnessed 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
- should not contain a list of skills
- 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 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).

An example of an Observation/Witness Statement is available on our website for use by assessors.

## 6.10 Personal or learner 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.

## 6.11 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.

## 6.12 Questioning

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Centre assessors may question a learner or witness for the assessment of this qualification.

**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 details in order to answer the question. 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.

## 6.13 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. Alternatively, centre assessor's observation of a learner or a statement from a witness 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, and used to generate evidence, this must be clearly identified; for example; specifying any company documents used to support recommendations for improvements to an existing product or service.

## 6.14 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 produced; and 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.

## 6.15 Assessment and grading of evidence for units

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It is the assessor's responsibility to assess the evidence presented by the learner, 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 grade criteria specified in the unit.

## 6.16 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).

## 6.17 External visiting moderation

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In advance of the moderation visit you should read the [Admin guide: Cambridge Technicals](#) for information about preparing for the moderation visit.

External moderation ensures centres' internal assessments meet the national requirements of this qualification.

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 submitted/claimed will be sampled at each visit.

The outcomes of moderation will apply to all work submitted in each claim for moderation. No substitution of learners' work will be allowed unless you have 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, refer to the [Admin guide: Cambridge Technicals](#) for further details.

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. You 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 your 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 to you.

It is the Visiting Moderator's responsibility to authorise claims and submit these 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.

# 7 How to calculate the qualification grade

## 7.1 Grading

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### Units

All units are internally assessed and externally moderated by OCR.

Each unit has specified assessment criteria for pass; merit and distinction criteria are generic.

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

## 7.2 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 the [Rules of combination for OCR Level 4 Cambridge Technical Diploma in IT](#).

Learners will be awarded a pass, merit or distinction qualification grade by the aggregation of points gained through the successful achievement of individual units up to the value of 75 credits.

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	0	1	2
Level 4	0	1	2
Level 5	0	1	2

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

You need to 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 on page 29).

For example:

A learner achieving a 15 credit unit at pass would gain: 15 credits x 0 points = 0 points.

A learner achieving a 15 credit unit at merit would gain: 15 credits x 1 point = 15 points.

A learner achieving a 15 credit unit at distinction would gain: 15 credits x 2 points = 30 points.

### To calculate the learner's qualification grade

You need to identify the learner's best performance in units at the level of the qualification or above up to the value of 75 credits, using the points table on page 29. Total the points of those units, and use the table below to work out the qualification grade.

## Qualification Grade

### OCR Level 4 Cambridge Technical Diploma – 120 credits

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

Points range	Grade	
150	Distinction	D
75-149	Merit	M
0- 74	Pass	P

# 8 Delivery

## 8.1 Mode of delivery

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You are free to deliver this qualification using any mode of delivery that meets the needs of your learners. Whatever mode of delivery is used, you must ensure that learners have appropriate access to the resources identified below.

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.

We do not specify the mode of study or a time limit for the achievement of this qualification other than the last entry/last certification dates. We aim to notify you at least 12 months before the qualification close for entries and this information will be available on Ofqual's register of accredited qualifications and our [last entry/certification notification](#).

Centre staff planning the learning programme could enhance this by liaising with local employers to ensure the programme meets the learner's 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.

## 8.2 Centre resources and requirements

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

Units may contain guidance on the resources required. Centres should ensure that appropriate physical resources are made available to learners. Staff conducting assessment must understand fully the requirements of this qualification.

## 8.3 Access arrangements and special consideration

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Adjustments to standard assessment arrangements are made 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 assessment method that will allow them to demonstrate attainment.

For further guidance on access arrangements and special consideration refer to the [Admin guide: Cambridge Technicals](#).

## 8.4 Wider issues

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This qualification provides 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 this qualification would 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
- responsibility of honesty and accuracy in 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 this qualification 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.

## 8.5 Centre malpractice guidance

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It is the responsibility of the Head of Centre<sup>1</sup> to report (in writing) all cases of suspected malpractice involving centre staff or candidates. A JCQ Report of Suspected Malpractice form (JCQ/M1), which is available to download from the JCQ website, should be completed 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.

Further information is contained in the publication: [OCR Malpractice Procedures - A Guide for Centres](#) and the JCQ publication: *General and Vocational Qualifications – Suspected Malpractice in Examinations and Assessments* which is available from [www.jcq.org.uk](http://www.jcq.org.uk).

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<sup>1</sup> The Head of Centre is defined as the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, e.g. the Principal of a College, the Head Teacher of a school, the Managing Director of a Private Training Provider or the Group Training Manager of a major company.

## 8.6 Delivery in Wales and Northern Ireland

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Ofqual regulates qualifications, examinations and assessments in England and vocational qualifications in Northern Ireland. They do not regulate degrees.

CCEA regulates non-vocational qualifications in Northern Ireland.

The Welsh Government regulates qualifications, examinations and assessments in Wales. They do not regulate degrees.

This qualification has been regulated by Ofqual for delivery in England and Northern Ireland during the life of the qualification and approved by the Welsh Government for use by centres in Wales.

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

We will provide specifications and supporting documentation in English.

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

# 9 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.

## 9.1 Claiming certificates

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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 this qualification see the step-by-step guide for centres [Admin guide: Cambridge Technicals](#).

## 9.2 Replacement certificates

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For details on replacement certificates please see the [Admin guide: Cambridge Technicals](#).

# 10 Support

## 10.1 Free resources

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The following materials are available on our website:

- Unit recording sheets (it is a mandatory requirement to use these recording sheets from September 2013)
- Skills guides
- Rule of combination calculator.

## 10.2 Interchange

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

## 10.3 Professional Development Programme

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We are constantly looking for ways in which we can improve the support we offer to tutors and to make our professional development programme more accessible and convenient to all.

To find out more about our new Professional Development Programme visit our [website](#).

## 10.4 Documents referred to in this handbook

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Our publications:

[Admin guide: Cambridge Technicals](#)

[Making entries for vocational qualifications via Interchange](#)

[Making online claims for vocational qualifications](#)

JCQ publications:

<http://www.icq.org.uk>

*Access Arrangements, Reasonable Adjustments and Special Consideration*

*Suspected Malpractice in Examinations and Assessments*

Ofqual regulatory documents

<http://ofqual.gov.uk/how-we-regulate/regulatory-actions-and-interventions/>

# 11 Contacting us

## 11.1 Enquiries

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For enquiries about any of our vocational qualifications, please contact the Customer Contact Centre on:

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 on OCR qualifications.

## 11.2 Customer feedback

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

OCR  
Qualification Manager  
Cambridge Technical qualifications in IT  
Customers, Curriculum and Qualifications  
Progress House  
Westwood Way  
Coventry  
CV4 8JQ

## 11.3 Post-results review and appeals

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Please refer to the [Admin guide: Cambridge Technicals](#).

## 11.4 Complaints

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

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

You can contact us:

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

by email – send your 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 851633

# Appendix A - Glossary

This glossary is to be used in relation to the generic grade descriptor grids. These are generic descriptions for the most commonly included words.

Accurately	Acting or performing with care and precision, within acceptable limits from a standard
Advanced	Being at a high level, progressive
Adapt	Make suitable by changing
Adopt	Choose to accept
Adjust	Change to make suitable
Agree	Concur
Appropriate	Relevant to the purpose/task
Analyse	Separate information into components and identify their characteristics
Anticipated	Foreseen event; expect something will happen, possibly taking action in preparation for it happening
Apply	Put into effect in a recognised, organised way
Approach	Deal with a situation or problem
Assess	Make an informed judgement
Autonomy	Not controlled by others or outside forces; demonstrate self-directing behaviours and ability to select and carry out appropriate activities without support
Clear	The evidence related to a statement exists and is directly relevant to the task ; focussed and accurately expressed, without ambiguity
Collaborate	Work in partnership
Communicate	Made known, transfer information
Compare	Identify similarities and differences
Complex	Consists of several interwoven parts, all of which relate together
Complicated	Containing intricately combined or involved parts
Comprehensive	The work is complete and includes everything that is necessary to evidence understanding in terms of both breadth and depth
Confident	Exhibiting certainty, having command over one's information, argument etc.
Consider	Review and respond to given information
Considered	Reached after or carried out with careful thought
Contribute	Offer ideas/practical input (e.g. to a group activity)
Create	To originate (e.g. to produce a solution to a problem)
Critical	Incisive – exposing/recognising flaws
Define	State or describe exactly the nature, scope or meaning
Describe	Set out characteristics
Design	Create/work out the structure or form of
Demonstrate	Show in an explicit way
Describe	Give an account or representation of
Detail	To describe something part by part, giving all the facts
Detailed	Point-by-point consideration of (e.g. analysis, argument)
Determine	To settle or decide by choice of alternatives or possibilities
Develop	Progress/expand from a starting point
Devise	Work out by thinking or doing
Discuss	Present, explain and evaluate salient points (e.g. for/against an argument)
Effective	Applies skills appropriately to a task and achieves the desired outcome; successful in producing a desired or intended result
Efficient	Performing or functioning in the best possible manner with the least waste of time and effort; having and using requisite knowledge skill and effort
Note on effective versus efficient: both express approval of the way in which someone or	

something works but their meanings are different. Effective describes something which successfully produces an intended result; without reference to expense or effort or efficient use of resources. Efficient applies to someone or something able to produce results with the minimum expense or effort as a result of good organisation or good design and making the best use of available resources	
Enable	Allow; to make someone able to do something or to make something possible
Enhance	Intensify, increase or further improve the quality, value or extent of
Estimate	Assign an approximate value
Evaluate	Make a qualitative judgement taking into account different factors and using available knowledge/experience
Examined	Investigate closely
Explain	Set out the purposes or reasons
Executed	Carried out
Extensive	Large in range or scope
Exhibits	Demonstrates or has certain properties
Explore	Investigate systematically
Formulate	Create or prepare methodically; express an a concise or systematic way
Identify	Name or otherwise characterise
Independent	Without reliance on others
Improve	Make better
Implement	Put into effect
Influence	Affect in some way
Input	Contribution ( e.g. to an argument, discussion, activity)
Interpret	Translate information into recognisable form; translate, explain information in an understandable form
Investigate	Observe or inquire into in detail
Judge	Consider, to form, give or have an opinion
Judgement	The ability to make considered decisions or come to sensible conclusions
Justify	Present a reasoned case
Managed	Take control of/monitor and take action where necessary
Model	A simplified representation which can be used in testing
Non specialist	A person who is not an expert or specialist in a particular subject
Outline	Set out main characteristics
Plan	A detailed method for attaining an objective
Persuade	To exert influence over someone/something by reasoning
Predict	To say that an event or action will happen in the future as a result of knowledge or experience
Present	<ul style="list-style-type: none"> <li>Produce an exposition/resumé for an audience (e.g. at the conclusion of the project to demonstrate what has been done and the outcome</li> <li>Set out (project) aims content outcomes and conclusions clearly/logically for the use/benefit of others</li> </ul>
Present	Set-out salient points
Produce	To make/bring into existence
Range	The evidence presented is sufficiently varied to give confidence that the knowledge and principles are understood in application as well as in fact
Reasoned	Justified to understand and to make judgments based on practical facts
Refer	To direct to a source for help or information
Reflect	Think deeply or carefully about
Relevant	Correctly focused on the activity
Research	Look into and extract relevant information issues etc.
Review	Survey information; survey and reconsider information, methods, outcomes, conclusions etc. after the event
Revise	Reconsider and alter (something) in the light of further evidence; alter so as to make more efficient

Specialist	A person who concentrates primarily on a particular subject or activity; a person highly skilled in a specific and restricted field
Thorough	Extremely attentive to accuracy and detail
Understanding	Know the meaning of
Undertake	Take part in
Unfamiliar	Not known or recognised, unusual or not having knowledge or experience of
Wide	The learner has included a great range of details, has taken a broad and comprehensive approach