

## **NVQ Languages - Spanish**

OCR Entry Level Award in Spanish (Entry 3)

OCR Level 1/Level 2/Level 3/Level 4 NVQ Award/Certificate/Diploma in Spanish

OCR Entry Level Award in speaking Spanish (Entry 3)

OCR Level 1/Level 2/Level 3/Level 4 NVQ Award in speaking Spanish

OCR Entry Level Award in understanding spoken Spanish (Entry 3)

OCR Level 1/Level 2/Level 3/Level 4 NVQ Award in understanding spoken Spanish

OCR Entry Level Award in reading Spanish (Entry 3)

OCR Level 1/Level 2/Level 3/Level 4 NVQ Award in reading Spanish

OCR Entry Level Award in writing Spanish (Entry 3)

OCR Level 1/Level 2/Level 3/Level 4 NVQ Award in writing Spanish

This is Version 2. Last updated February 2015.

We've indicated changes by a black line.

# Contents

---

<b>1</b>	<b>Introduction</b>	<b>4</b>
1.1	The OCR Spanish Language suite of qualifications	4
1.2	Administration arrangements for these qualifications	5
1.3	If centre staff have queries	5
1.4	Documentation updates	5
<b>2</b>	<b>General information</b>	<b>6</b>
2.1	Qualification profile	6
2.2	Target market	11
2.3	Qualification aims	11
2.4	Entry requirements	11
2.5	Unique Learner Numbers (ULN) and Personal Learning Records (PLR)	12
2.6	Progression opportunities	12
2.7	Supporting OCR candidates	12
2.8	Guided learning hours	13
2.9	Funding	13
2.10	Mode of delivery	13
2.11	Resources	13
2.12	Delivery in Wales and Northern Ireland	14
2.13	Accessibility	14
2.14	Results enquiries and appeals	14
<b>3</b>	<b>Assessment</b>	<b>15</b>
3.1	Assessment: How it works	15
3.2	Assessment and the Data Protection Act	15
3.3	Initial assessment of candidates	15
3.4	Assessment planning	15
3.5	Making assessment decisions	16
3.6	Methods of assessment	16
3.7	Examining the evidence	18
3.8	Observation	18
3.9	Questioning	18
3.10	Professional discussion	19
3.11	Witness statements	19
3.12	Personal or candidate statement	20
3.13	Performance evidence	21
3.14	Where evidence comes from	21
3.15	Real work	21
3.16	Simulation	21
3.17	Medium that can be used	23
3.18	Amount of evidence needed	23
3.19	Cumulative assessment record (CAR)	23
3.20	Verification – how it works	24
3.21	Reporting suspected malpractice	26
<b>4</b>	<b>Assessor and Internal Verifier Requirements</b>	<b>27</b>
4.1	Assessment Centre Requirements	27

4.2	Assessors	27
4.3	Internal verifiers	28
<b>5</b>	<b>Certification</b>	<b>30</b>
5.1	Claiming certificates	30
5.2	Replacement certificates	30
<b>6</b>	<b>Qualification structure and units</b>	<b>31</b>
6.1	Qualification structure	31
<b>7</b>	<b>Administration arrangements</b>	<b>36</b>
7.1	Overview of full process	36
<b>8</b>	<b>Guidance for candidates</b>	<b>37</b>
8.1	What are the NVQ Languages - Spanish?	37
8.2	What do I have to do to achieve these qualifications?	37
8.3	What if I cannot gain enough credits for a full qualification?	41
8.4	How do I know that these qualifications are right for me?	41
8.5	How are the units assessed?	41
8.6	Do I need to pass all of the units?	41
8.7	How do I keep track of my achievements?	41
8.8	Can my work for these qualifications prepare me for my Functional Skills?	42
<b>9</b>	<b>Mapping and signposting</b>	<b>43</b>
9.1	National Occupational Standards (NOS) Mapping	43
9.2	Functional skills signposting	43
<b>10</b>	<b>Further support and information</b>	<b>44</b>
10.1	Enquiries	44
10.2	Complaints	44
10.3	Our professional development programme (CPD)	45
10.4	Documents related to these qualifications	45
<b>11</b>	<b>Glossary</b>	<b>46</b>

# 1 Introduction

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

<b>Title</b>	<b>OCR Scheme code</b>
<b>OCR Entry Level Award in Spanish (Entry 3)</b>	<b>08369</b>
<b>OCR Level 1 NVQ Award in Spanish</b>	<b>08385</b>
<b>OCR Level 2 NVQ Certificate in Spanish</b>	<b>08620</b>
<b>OCR Level 3 NVQ Certificate in Spanish</b>	<b>08742</b>
<b>OCR Level 4 NVQ Diploma in Spanish</b>	<b>08757</b>
<b>OCR Entry Level Award in speaking Spanish (Entry 3)</b>	<b>08370</b>
<b>OCR Level 1 NVQ Award in speaking Spanish</b>	<b>08386</b>
<b>OCR Level 2 NVQ Award in speaking Spanish</b>	<b>08621</b>
<b>OCR Level 3 NVQ Award in speaking Spanish</b>	<b>08743</b>
<b>OCR Level 4 NVQ Award in speaking Spanish</b>	<b>08758</b>
<b>OCR Entry Level Award in understanding spoken Spanish (Entry 3)</b>	<b>08371</b>
<b>OCR Level 1 NVQ Award in understanding spoken Spanish</b>	<b>08387</b>
<b>OCR Level 2 NVQ Award in understanding spoken Spanish</b>	<b>08622</b>
<b>OCR Level 3 NVQ Award in understanding spoken Spanish</b>	<b>08744</b>
<b>OCR Level 4 NVQ Award in understanding spoken Spanish</b>	<b>08759</b>
<b>OCR Entry Level Award in reading Spanish (Entry 3)</b>	<b>08372</b>
<b>OCR Level 1 NVQ Award in reading Spanish</b>	<b>08388</b>
<b>OCR Level 2 NVQ Award in reading Spanish</b>	<b>08623</b>
<b>OCR Level 3 NVQ Award in reading Spanish</b>	<b>08745</b>
<b>OCR Level 4 NVQ Award in reading Spanish</b>	<b>08760</b>
<b>OCR Entry Level Award in writing Spanish (Entry 3)</b>	<b>08373</b>
<b>OCR Level 1 NVQ Award in writing Spanish</b>	<b>08389</b>
<b>OCR Level 2 NVQ Award in writing Spanish</b>	<b>08624</b>
<b>OCR Level 3 NVQ Award in writing Spanish</b>	<b>08746</b>
<b>OCR Level 4 NVQ Award in writing Spanish</b>	<b>08761</b>

It is important that centre staff involved in the delivery of the above qualifications understand the requirements laid down in this handbook. Centres should therefore ensure that all staff involved in the delivery of these qualifications have access to this document.

## 1.1 The OCR Spanish Language suite of qualifications

The OCR Spanish Language suite of qualifications provides second Language candidates with high quality, nationally recognised qualifications. They are vocationally-related, credit-based qualifications that provide valuable opportunities for individuals to develop skills, gain underpinning knowledge and understanding and demonstrate competence in the workplace or through simulation, and provide progression to other Language qualifications. They relate to the Language national occupational standards (NOS) produced by CILT.

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

These qualifications have been accredited onto the Qualifications and Credit Framework (QCF). They are endorsed by CILT, The National Centre for Languages, the sector body for languages.

## 1.2 Administration arrangements for these qualifications

---

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

## 1.3 If centre staff have queries

---

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

## 1.4 Documentation updates

---

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

## 2 General information

### 2.1 Qualification profile

<b>Title</b>	OCR Entry Level Award in Spanish (Entry 3) OCR Entry Level Award in speaking/understanding spoken/reading/writing Spanish (Entry 3)			
<b>OCR code</b>	08369, 08370, 08371, 08372, 08373			
<b>Qualification number</b>	501/0902/9 501/0909/1, 501/0907/8, 501/0967/4, 501/0920/0			
<b>Level</b>	This qualification has been accredited on to the Qualifications and Credit Framework (QCF) at Entry Level (Entry 3)			
<b>Qualification structure</b>	The Entry Level Award in Spanish is a four unit qualification; candidates must complete one unit from each skill area, achieving a minimum of 8 credits, of which three units must be completed at Entry Level. The fourth unit can be taken at Entry Level or Level 1. The single unit Entry Level Awards are 2 credit qualifications.			
<b>Age group approved</b>	Pre-16	16-18	18+	19+
		✓	✓	✓
<b>This qualification is suitable for</b>	<ul style="list-style-type: none"> <li>• Candidates working in a range of industrial or commercial roles, where Languages form an important or an advantageous component of the overall skills required in a wide range of occupations.</li> <li>• Candidates wishing to enter the language service industry.</li> <li>• Candidates wishing to support further study in Further Education (FE) in a customer - facing sector</li> <li>• Candidates studying in preparation for employment in a customer - facing sector</li> </ul>			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification.			
<b>Assessment</b>	These qualifications are pass/fail. These qualifications are internally assessed by centre staff and externally verified by OCR Assessors.			

You will find information on performance tables on the [DfE website](#). Detailed information on Key Stage 4 performance tables at [RAISEonline](#). Information on performance tables is available on the [DfE website](#).

<b>Title</b>	OCR Level 1 NVQ Award in Spanish OCR Level 1 NVQ Award in speaking/understanding spoken/reading/writing Spanish			
<b>OCR code</b>	08385, 08386, 08387, 08388, 08389			
<b>Qualification number</b>	501/0156/0 501/0335/0, 501/0328/3, 501/0359/3, 501/0365/9			
<b>Level</b>	This qualification has been accredited on to the Qualifications and Credit Framework (QCF) at Level 1			
<b>Qualification structure</b>	The Level 1 NVQ Award in Spanish is a four unit qualification. Candidates must complete one unit in each skill area, and must achieve a minimum of 11 credits. Three units must be completed at Level 1. The fourth unit can be taken at Entry Level, Level 1 or Level 2. The single unit Entry Level Awards are 3 credit qualifications.			
<b>Age group approved</b>	Pre-16	16-18	18+	19+
	✓	✓	✓	✓
<b>This qualification is suitable for</b>	<ul style="list-style-type: none"> <li>• Candidates working in a range of industrial or commercial roles, where Languages form an important or an advantageous component of the overall skills required in a wide range of occupations.</li> <li>• Candidates studying in preparation for employment in a customer - facing sector.</li> <li>• Candidates wishing to enter the language service industry.</li> <li>• Candidates wishing to support further study in Further Education (FE) and Higher Education (HE) in a customer - facing sector</li> </ul>			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification.			
<b>Assessment</b>	These qualifications are pass/fail. These qualifications are internally assessed by centre staff and externally verified by OCR Assessors.			

You will find information on performance tables on the [DfE website](#). Detailed information on Key Stage 4 performance tables at [RAISEonline](#). Information on performance tables is available on the [DfE website](#).

<b>Title</b>	OCR Level 2 NVQ Certificate in Spanish OCR Level 2 NVQ Award in speaking/understanding spoken/reading/writing Spanish			
<b>OCR code</b>	08620, 08621, 08622, 08623, 08624			
<b>Qualification number</b>	501/0109/2 501/0350/7, 501/0351/9, 501/0402/0, 501/0641/7			
<b>Level</b>	This qualification has been accredited on to the Qualifications and Credit Framework (QCF) at Level 2			
<b>Qualification structure</b>	The Level 2 NVQ Award in Spanish is a four unit qualification. Candidates must complete one unit in each skill area, and must achieve a minimum of 18 credits. Three units must be completed at Level 2. The fourth unit can be taken at Level 1, Level 2 or Level 3. The single unit Entry Level Awards are 5 credit qualifications.			
<b>Age group approved</b>	Pre-16	16-18	18+	19+
	✓	✓	✓	✓
<b>This qualification is suitable for</b>	<ul style="list-style-type: none"> <li>• Candidates working in a range of industrial or commercial roles, where Languages form an important or an advantageous component of the overall skills required in a wide range of occupations.</li> <li>• Candidates studying in preparation for employment in a customer - facing sector.</li> <li>• Candidates wishing to enter the language service industry.</li> <li>• Candidates wishing to support further study in Further Education (FE) and Higher Education (HE) in a customer - facing sector</li> </ul>			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification.			
<b>Assessment</b>	These qualifications are pass/fail. These qualifications are internally assessed by centre staff and externally verified by OCR Assessors.			

You will find information on performance tables on the [DfE website](#). Detailed information on Key Stage 4 performance tables at [RAISEonline](#). Information on performance tables is available on the [DfE website](#).



<b>Title</b>	OCR Level 3 NVQ Certificate in Spanish OCR Level 3 NVQ Award in speaking/understanding spoken/reading/writing Spanish			
<b>OCR code</b>	08742, 08743, 08744, 08745, 08746			
<b>Qualification number</b>	501/0079/8 500/9998/X, 501/0012/9, 501/0006/3, 501/0028/2			
<b>Level</b>	This qualification has been accredited on to the Qualifications and Credit Framework (QCF) at Level 3.			
<b>Qualification structure</b>	This is a four unit qualification. Candidates must complete one unit in each skill area, and achieve a minimum of 29 units. Three units must be completed at Level 3. The fourth unit can be taken at Level 2, Level 3 or Level 4. The single unit Entry Level Awards are 8 credit qualifications.			
<b>Age group approved</b>	Pre-16	16-18	18+	19+
		✓	✓	✓
<b>This qualification is suitable for</b>	<ul style="list-style-type: none"> <li>• Candidates working in a range of industrial or commercial roles, where Languages form an important or an advantageous component of the overall skills required in a wide range of occupations.</li> <li>• Candidates studying in preparation for employment in a customer - facing sector.</li> <li>• Candidates wishing to enter the language service industry.</li> <li>• Candidates wishing to support further study in Further Education (FE) and Higher Education (HE) in a customer - facing sector</li> </ul>			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification.			
<b>Assessment</b>	These qualifications are pass/fail. These qualifications are internally assessed by centre staff and externally verified by OCR Assessors.			

You will find information on performance tables on the [DfE website](#). Detailed information on Key Stage 4 performance tables at [RAISEonline](#). Information on performance tables is available on the [DfE website](#).

<b>Title</b>	OCR Level 4 NVQ Diploma in Spanish OCR Level 4 NVQ Award in speaking/understanding spoken/reading/writing Spanish			
<b>OCR code</b>	08757, 08758, 08759, 08760, 08761			
<b>Qualification number</b>	501/0205/9 501/0069/5, 501/0059/2, 501/0055/5, 501/0058/0			
<b>Level</b>	This qualification has been accredited on to the Qualifications and Credit Framework (QCF) at Level 4			
<b>Qualification structure</b>	This is a four unit qualification, candidates must achieve a minimum of 38 credits, of which three units must be completed at Level 4 (30 credits). The fourth unit can be taken at Level 3 or Level 4. The single unit Entry Level Awards are 10 credit qualifications.			
<b>Age group approved</b>	Pre-16	16-18	18+	19+
			✓	✓
<b>This qualification is suitable for</b>	<ul style="list-style-type: none"> <li>• Candidates working in a range of industrial or commercial roles, where Languages form an important or an advantageous component of the overall skills required in a wide range of occupations.</li> <li>• Candidates studying in preparation for employment in a customer - facing sector.</li> <li>• Candidates wishing to enter the language service industry.</li> <li>• Candidates wishing to support further study in Further Education (FE) and Higher Education (HE) in a customer - facing sector</li> </ul>			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification.			
<b>Assessment</b>	These qualifications are pass/fail. These qualifications are internally assessed by centre staff and externally verified by OCR Assessors.			

You will find information on performance tables on the [DfE website](#). Detailed information on Key Stage 4 performance tables at [RAISEonline](#). Information on performance tables is available on the [DfE website](#).

## 2.2 Target market

---

These qualifications are suitable for those who wish to work in any industry where the use of the Spanish Language is a requirement, such as the travel industry, retail, sales or teaching support. The qualification is also suitable for those who wish to either gain confidence, improve or learn Spanish to expand their language skills.

## 2.3 Qualification aims

---

The Entry Level four unit Award enables the candidate to prove their competence in using basic language in a small number of familiar work situations. This competence covers the four skills of Listening, Reading, Writing and Speaking. The aim of the individual units is to enable the candidate to speak/understand/read/write basic Spanish in the context of limited, familiar work situations.

The Level 1 four unit Award enables the candidate to prove their competence in using predictable language in familiar work situations. This competence covers the four skills of Listening, Reading, Writing and Speaking. The aim of the individual units is to enable the candidate to speak/understand/read/write predictable Spanish in the context of familiar work situations.

The Level 2 Certificate enables the candidate to prove their competence in using routine language in familiar everyday work situations. This covers the four skills of Listening, Reading, Writing and Speaking. The aim of the individual units is to enable the candidate to speak/understand/read/write routine Spanish in the context of familiar work situations.

The Level 3 Certificate enables the candidate to prove their competence in using varied language in a range of everyday work situations. This covers the four skills of Listening, Reading, Writing and Speaking. The aim of the individual units is to enable the candidate to speak/understand/read/write varied Spanish in the context of a range of work situations.

The Level 4 Diploma enables the candidate to prove their competence in using extended language in a wide range of work situations. This covers the four skills of Listening, Reading, Writing and Speaking. The aim of the individual units is to enable the candidate to speak/understand/read/write extended Spanish in the context of a wide range of work situations.

## 2.4 Entry requirements

---

These qualifications are available to anyone who is capable of reaching the required standards. They have been developed free from any barriers that restrict access or progression thereby promoting equal opportunities.

All centre staff involved in the assessment or delivery of these qualifications should understand the requirements of the qualification and match them to the needs and capabilities of individual candidates before entering them as candidates for one of these qualifications.

There are no formal requirements for entry to these qualifications.

## 2.5 Unique Learner Numbers (ULN) and Personal Learning Records (PLR)

---

Ofqual requires Awarding Organisations to capture the Unique Learner Number (ULN) for all candidates who have claimed certification for any of these qualifications. It's also a condition of funding that a candidate claiming certification for publically funded qualifications must have a valid ULN.

The Personal Learning Record (PLR) is a permanent, online record of a candidate's qualifications and achievements and supports Credit Accumulation and Transfer (CAT). Each unit and qualification in the Qualifications and Credit Framework (QCF) has a credit value. The PLR lets candidates build a record of their achievements in one place and supports the transfer of credit for these units between learning providers and awarding organisations.

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

Where a candidate has a ULN, you must enter their ten-digit number in the ULN field when making entries via Interchange. For candidates who don't have a ULN, we'll still accept a claim if you leave this field blank, but we won't be able to send these achievements to the PLR.

You can find out more about this in the Admin guide: Vocational Qualifications and at the Learner Records Service.

## 2.6 Progression opportunities

---

These qualifications have been designed to encourage progression. Within Spanish, progression is available from Entry Level to Level 4. OCR also offers additional languages for progression to a wider range of languages. Our NVQ languages offer is also complemented by OCR provision through GCSE and GCE.

## 2.7 Supporting OCR candidates

---

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

Centre staff should provide guidance to candidates on the assessment process and help candidates prepare for assessment. Full details on how the units are assessed are in sections 3 and 6 of this centre handbook.

## 2.8 Guided learning hours

---

Each of the units in these qualifications is allocated a number of guided learning hours (glh) which indicates the approximate number of hours for teacher supervised or directed study time and assessment. Information on unit glh for this qualification is given in section 6.

## 2.9 Funding

---

These qualifications are regulated at Entry Level – Level 4 of the Qualifications and Credit Framework. You will find information on performance tables on the [DfE website](#). Detailed information on Key Stage 4 performance tables at [RAISEonline](#). Information on performance tables is available on the [DfE website](#).

## 2.10 Mode of delivery

---

OCR does not specify the mode of study or specify a time limit for the achievement of these qualifications other than the expiry dates for entry and certification laid down by the regulatory authorities detailed in the qualification profiles.

Centres are free to deliver these qualifications using any mode of delivery that meets the needs of their candidates. Whatever mode of delivery is used, centres must ensure that candidates have appropriate access to the resources identified below.

Centres should consider the candidates' complete learning experience when designing learning programmes. This is particularly important in relation to candidates studying part time alongside real work commitments where candidates may bring with them a wealth of experience that should be utilised to maximum effect by centre staff.

## 2.11 Resources

---

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

Candidates should be encouraged to read around the subject and have an appropriate knowledge and experience of the application of Spanish to everyday situations

In addition, each unit will, where appropriate, contain guidance on the resources required. Staff conducting assessment must understand fully the requirements of these qualifications. Centres should ensure that appropriate physical resources are made available to candidates.

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

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

## 2.12 Delivery in Wales and Northern Ireland

---

Candidates in Wales or Northern Ireland shouldn't be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur, we've used neutral terms so that candidates may apply whatever is appropriate to their own situation.

We'll provide handbooks, assessments and supporting documentation in English.

## 2.13 Accessibility

---

Reasonable adjustments and access arrangements allow candidates with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do, without changing the demands of the assessment. It's important that you identify as early as possible whether candidates have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and choose a qualification or adjustment that will allow them to demonstrate attainment.

The responsibility for providing adjustments to assessment is shared between your centre and us; for further information please read the Joint Council of Qualifications' (JCQ) booklet *Access Arrangements and Reasonable Adjustments* [www.jcq.org.uk](http://www.jcq.org.uk).

If you think any aspect of these qualifications unfairly restricts access and progression, please email or call our Customer Contact Centre by phone on 02476851509 or by email at [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk).

## 2.14 Results enquiries and appeals

---

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

## 3 Assessment

These qualifications are centre assessed and externally verified by OCR.

### 3.1 Assessment: How it works

---

In order for candidates to be able to effectively progress towards meeting the requirements of each assessment criterion, teachers/tutors must make sure that the supporting knowledge, understanding and skills requirements for each criterion are fully addressed. The identified knowledge, understanding and skills in the unit are not exhaustive and may be expanded upon or tailored to particular contexts to 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 assessors are satisfied that the candidate has met all of the requirements for a unit, they must confirm this by signing an evidence record sheet for that unit to show that the assessment process is complete.

### 3.2 Assessment and the Data Protection Act

---

It's the centre's responsibility to make sure candidates comply with the Data Protection Act when producing evidence for summative assessment. More information about the candidate's responsibility is available in the section on generation and collection of evidence.

### 3.3 Initial assessment of candidates

---

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

### 3.4 Assessment planning

---

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

- finding the best source of evidence to use for particular units
- finding the best way of assessing the candidate
- confirming the best times, dates and places for the assessments to take place.

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

### 3.5 Making assessment decisions

---

It is not necessary for candidates to meet all the criteria every time they carry out an activity but **it is necessary that all candidates produce their own evidence to meet all assessment criteria.** They must consistently provide enough evidence for assessors to believe that the candidate is competent in their working environment, whether real or simulated.

Full details of the administration arrangements associated with these qualifications are included in the *Admin guide: Vocational Qualifications* which can be downloaded from the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

### 3.6 Methods of assessment

---

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

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

#### Valid

---

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

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



As well as assessment methods being valid, the evidence presented must also be valid. For example, it would not be appropriate for a candidate to present written evidence to meet the requirement to “write predictable messages in simple Spanish” by using a translation tool on a website, as this would not be a valid assessment of the candidate’s competence. As part of the candidate’s development, it might be appropriate to use a translation tool as a learning aid, but for their submitted evidence, they must be able to demonstrate their ability to write in Spanish without support.

## Reliable

---

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

## Safe and manageable

---

Assessors and internal verifiers must make sure that the assessment methods are safe and manageable and do not put unnecessary demands on the candidate and/or the organisation they work for.

## Suitable to the needs of the candidate

---

OCR has tried to make sure that achievement of these qualifications is free from constraints outside the requirements of the candidate’s job role.

For candidates who have access requirements please see section 2.13 of this handbook.

If centre staff think that any aspect of these qualifications unfairly restricts access and progression, they should talk to their OCR external verifier about this.

OCR has identified the following main assessment methods which are suitable for these qualifications:

- **direct observation** of practice by a qualified assessor or by the expert witness for occupational specific units
- **examining the evidence** by an assessor
- **questioning** the candidate or witness by an assessor
- **inference of knowledge** from direct observation.

In some situations, the assessor can speak to the candidate to provide evidence of the candidate’s performance and knowledge (see **Professional discussion**).

## 3.7 Examining the evidence

---

Only approved and qualified assessors (see **Assessor and internal verifier requirements**) may examine the evidence for the assessment of these qualifications.

Evidence can:

- reflect how the candidate carried out the process
- be the product of a candidate's work
- be a product relating to the candidate's competence.

For example:

The process that the candidate carries out could be recorded in an observation or witness testimony. It is the assessor's responsibility to make sure that the evidence a candidate submits for assessment meets the requirements of the qualification.

The product of a candidate's work could be evidence in a variety of forms, for example, videos, audio tapes, CD, DVDs, emails and paper-based documents.

After the assessor has examined the evidence, the assessor must record an assessment decision and the justification for the decision. The assessor should also give feedback to the candidate.

## 3.8 Observation

---

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

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

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

## 3.9 Questioning

---

Only approved and qualified assessors (see **Assessor and internal verifier requirements**) may question a candidate or witness for the assessment of these qualifications.

Questioning the candidate is normally an ongoing part of the assessment process, and is necessary to:

- test a candidate's knowledge of facts and procedures
- check if a candidate understands principles and theories *and*
- collect information on the type and purpose of the processes a candidate has gone through.

Assessors should ask open questions; that is questions where the candidate has to give an answer (other than 'yes' or 'no'). Assessors should also be careful to avoid complicated questions which may confuse the candidate.

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

Questioning witnesses is normally an ongoing part of validating written witness statements. However, questioning witnesses should not just be used for this purpose. Assessors should be able to speak to witnesses and record, in whatever way is suitable, the verbal statements of these witnesses. A record of verbal statement is a form of witness statement and could provide valuable evidence to confirm a candidate's competence over a period of time.

### 3.10 Professional discussion

---

Professional discussion is a structured, planned and in depth discussion recorded by the assessor. It allows the candidate to present evidence of competence and to demonstrate skills, knowledge and understanding through discussing the evidence and showing how it meets the requirements of the qualification. The assessor should guide the discussion by using open questioning, active listening and knowledge of the standards.

### 3.11 Witness statements

---

Witness statements are a record of what someone has observed the candidate doing and can also be used to support work or evidence sourced from confidential or sensitive material, e.g. personal information. Please don't use it to evidence achievement of a whole unit.

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

Candidates shouldn't produce written witness statements for witnesses to sign.

Witness statements:

- Must describe what they witnessed the candidate doing

- Can be written or verbal accounts of the candidate's performance
- Don't have to be written by the witness – they may be recorded by your assessor after discussion with the witness and confirmed as accurate by the witness
- Can be used to directly support work or as evidence of work based on confidential or sensitive sources e.g. data protection
- Shouldn't contain a list of skills
- Shouldn't be used as evidence of achievement for a whole unit.

A centre assessor will then judge whether the evidence presented meets the standards required by the assessment criteria for the unit. Often assessors will have to contact witnesses to make sure:

- The witness statement is authentic
- The assessor's interpretation of the witness statement is accurate.

Where a witness provides a written statement, they should include the following:

- The candidate's name
- The date, time and venue of the activity
- A description of the activities performed by the candidate
- The date the statement was written
- A description of their relationship to the candidate
- The witness' signature and job title
- The witness' contact details, e.g. telephone number.

### 3.12 Personal or candidate statement

---

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

A personal statement can be a:

- Written or verbal account of specific incidents, activities or situations
- Log or diary
- Reflective account.

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

### 3.13 Performance evidence

---

Performance evidence provides proof of what a candidate can do. Sometimes, performance evidence can also provide evidence of what a candidate knows. Performance evidence can take the form of the following:

- products or outcomes of the candidate's work (for example, things that the candidate produced or worked on). The evidence presented for assessment may be the actual product or a record of the product
- if group work is used as evidence, the candidate's contribution must be identified clearly. Other products (for example, company policies) may have been reproduced by someone else but relate to the candidate and their competence
- proof of the way the candidate carried out their work (that is, the process they went through). An assessor's observation of a candidate or a witness' testimony both provides performance evidence and would be suitable for these qualifications.

### 3.14 Where evidence comes from

---

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

### 3.15 Real work

---

The qualifications require that all assessment of a candidate's performance must take place within the workplace, and that observation should be of naturally occurring practice within the candidate's work role. This will include the demonstration of the application of knowledge. This principle will apply to all units, except where simulation has been deemed acceptable.

### 3.16 Simulation

---

Simulations should only be undertaken in the minority of cases, where the candidate is unable to complete the units because of the lack of opportunity within their practice. This is likely to occur where performance is critical but events:

- occur infrequently and yet a high degree of confidence is needed that the candidate would act appropriately
- occur frequently but where there is risk of harm to the candidate in a real situation

Where simulations are used they **must** replicate working activities in a realistic workplace environment. A realistic working environment is defined as an environment that replicates what is likely to happen when an individual is carrying out their normal duties and activities. Further guidance on simulation relative to different situations is given below.

In the workplace: Candidates may be working in environments which require confidentiality, or where the language assessed is not being used on a regular basis. Assessors may be language trainers not based in the workplace. It may therefore not be possible to assess candidates' competence through normal working practice. In these situations, assessment in a simulated environment is acceptable.

In the classroom: Language can occur naturally even though the environment may be simulated (e.g. set up by a trainer in the classroom). Simulations must be aligned to the potential or actual workplace environment. This will include social situations.

Spontaneous language (not reading from a script):

- Most of the evidence presented at all levels for Speaking/Productive skills should contain spontaneous (not scripted) use of language.
- At levels Entry, 1, and 2, some simulations may be planned and rehearsed, as may presentations at any level. However, material must never be read.
- At all levels, there may be some occasions where brief notes are acceptable (e.g. for presentations). They may only be used as prompts.
- Insisting on eye contact where appropriate (so notes are glanced down at but not read) may help candidates avoid the temptation to over-use such prompts.
- Spontaneous language and genuine communication can still be encouraged, where a conversation has been rehearsed, by varying the details to be provided or understood, and by requiring the candidate to confirm them all at the end of the conversation.

Meeting individual needs

- It is important that where assessment is not taking place at work, simulations are relevant to the needs of the candidates, and their reason for learning the language.
- The four skills are assessed individually (though they may be linked), to allow candidates to achieve in different skills at different levels, or to take some skills and not others.
- Assessors will need to be flexible in their approach to assessment methods, to suit individual circumstances.
- Some candidates may be unable to follow/recognise all cultural conventions because of a disability. In these cases, a common sense approach is needed. For more information, refer to section 2.14 of this handbook

- Building a portfolio allows candidates to take assessments when they are ready, and candidates will need different levels of support in order to reach the level.
- The key question for the assessor should always be: Would the candidate be able to use the language successfully in the workplace at the level required?

### 3.17 Medium that can be used

---

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

### 3.18 Amount of evidence needed

---

It is difficult to give detailed guidance regarding the amount of evidence needed as it depends on the type of evidence collected and the judgement of assessors.

For a candidate to be judged competent in a unit, the evidence presented must satisfy all the assessment requirements and assessment criteria.

The quality and breadth of evidence provided should determine whether an assessor is confident that a candidate is competent or not. Assessors must be convinced that candidates working on their own can work independently to the required standard.

### 3.19 Cumulative assessment record (CAR)

---

As well as collecting evidence, candidates must record all their assessed evidence in their personal **cumulative assessment record (CAR)**. The CAR is the candidate's record of what evidence has been accepted as proof of competence and where that evidence can be found. It can also be used to record progress towards, and achievement of units.

Filling in the CAR is an ongoing process involving discussion and agreement between the candidate and their assessor. The candidate should fill in and keep the CAR while working towards their qualification. An assessor may help the candidate complete the CAR if necessary.

Centres can design their own recording documents if they want to. You should talk about any document you want to use with your external verifier before you use them. OCR's publication *Admin guide: Vocational Qualifications* includes information and criteria for designing recording documents.

We have provided other forms and recording documents which assessors and candidates might want to use for these qualifications - please see the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

## 3.20 Verification – how it works

---

### Internal verification

---

It is the centre's responsibility to appoint an internal verifier to manage the internal verification process.

This process is designed to make sure and show that assessment is valid, reliable and consistent, through monitoring and sampling assessment decisions.

For these qualifications you must carry out internal verification to make sure all candidates' evidence is assessed consistently to the required standard.

The IQA is responsible for:

- Making sure assessors are assessing to the required standard
- Making sure assessment decisions are fair, valid, reliable and consistent
- Arranging regular standardisation meetings
- Ensuring standardisation of work between assessors
- Maintaining records of the outcome of standardisation activities
- Letting centre assessors know about any discrepancies in assessment
- Suggesting ways in which assessment may be brought into line to meet the required standard.

### External verification

---

OCR will allocate an external verifier who will visit the centre to verify assessments and internal verification.

External verifiers will want to interview candidates, assessors and internal verifiers during their visits. Assessment records and evidence for all candidates must also be available for verifiers to see if they ask to. It is the assessor's (and not the internal or external verifiers') responsibility to 'sign off' each unit of competence.

Centres should have the following available for each external verification visit:

- a list of candidates registered for these qualifications, together with their achievements to date plus certification records
- access to evidence (for example, up-to-date portfolios) and CARs
- access to OCR on-line claim system (Interchange)



- relevant assessors and selected candidates as requested by the external verifier (EV), including those whose certificates have been claimed through Direct Claims Status (DCS)
- all portfolios (access to evidence) relating to certificates claimed through DCS
- a copy of the external verifier's last visit report
- a sample signature list for all assessors and internal verifiers
- details of training and curriculum vitae for new members of the assessment team
- all centre records (see **Centre records – assessment and verification** for more details)
- evidence of achieving action points since the last external verifier visit
- notes of any action carried out due to particular points mentioned by an external verifier in any correspondence since their last visit
- recommendations to the external verifier
- if recorded evidence is used, ensure all recordings and appropriate playback equipment is available.

## Centre records – assessment and verification

---

A centre must make sure that assessment and verification records are available for external verification purposes. Assessment and/or internal verification records must record the following minimum information:

- candidate's name and location
- the title and level of the qualification they are taking
- candidate's start date on the programme and confirmation of registration with OCR
- name of the assessor
- name of the internal verifier
- date and outcome of the initial assessment of the candidate
- dates and details of candidate reviews and feedback sessions
- dates of all assessments and their outcomes (that is, the decision whether the candidate has met the requirements or not) cross-referenced to the unit
- enough detail of the assessment to justify the decision made
- an indication of the use of simulation, if used
- dates and outcomes of internal verification

- action resulting from internal verification
- certification.

Records should show formative assessment decisions (ongoing decision making), summative assessment decisions and feedback to the candidate.

### 3.21 Reporting suspected malpractice

---

If you are the Head of Centre<sup>[1]</sup>, it's your responsibility to report (in writing) all cases of suspected malpractice involving centre staff or candidates to OCR Risk and Compliance at [compliance@ocr.org.uk](mailto:compliance@ocr.org.uk).

If we ask, you must investigate instances of malpractice promptly and report the outcomes to us.

Read more about this in [OCR Malpractice Procedures - A Guide for Centres](#) and the Joint Council of Qualifications (JCQ) publication: *General and Vocational Qualifications – Suspected Malpractice in Examinations and Assessments* which you can get from [www.jcq.org.uk](http://www.jcq.org.uk).

---

<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.

# 4 Assessor and Internal Verifier Requirements

## 4.1 Assessment Centre Requirements

---

The Assessment Centre must:

- Ensure that there are a sufficient number of people either trained or qualified to assess the number of candidates
- Ensure that there are a sufficient number of people either trained or qualified to internally verify for the number of candidates and assessors
- Put verification systems and internal verifiers in place to ensure that all assessments are valid, reliable, authentic and sufficient
- Provide quality assured training for those people identified as being responsible for verification
- Ensure that there is a system of standardisation in place to ensure that all assessments are consistent and fair
- Ensure that those undertaking the roles of verification and assessment maintain their skills, knowledge and understanding regarding assessment and verification and the associated qualification.

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

## 4.2 Assessors

---

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

- hold, or be working towards appropriate qualifications, such as:
  - Award in Assessing Competence in the Work Environment
  - Certificate in Assessing Vocational Achievement
  - Assess candidates using a range of methods (A1)
  - Assess candidate performance D32
  - Assess candidate using differing sources of evidence D33
- You must provide evidence of the training being done or proof of relevant qualifications

- Unless they are native speakers with a full range of language competence, assessors must normally hold a qualification in the language they verify or assess.
- For units up to and including level 3, they must be qualified in the language to at least one level above the one assessed.
- For units at level 4 or higher, they must be qualified at least to the level being assessed

### Use of an Expert Witness

In certain circumstances, where the assessor does not have the necessary skills in the language being assessed, and provided this has first been agreed with OCR, a centre may appoint an expert witness who has the appropriate language skills. The expert witness will work with the assessor to verify the candidate's language competence.

Assessors must have:

- an in-depth knowledge of the UK Occupational Language Standards
- the ability to make objective and reliable judgements about candidate competence.
- the role of assessor identified within their role profile, where assessment forms part of an individual's role
- be familiar with the units that relate to the qualification and must be able to interpret and make judgements on current working practices and technologies within the area of work
- maintain their occupational competence by either actively engaging in continuous professional development activities or by performing the operational role as part of their regular responsibilities in order to keep up to date with developments relating to the changes taking place in the Languages sector.

## 4.3 Internal verifiers

---

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

- have sufficient expertise and language skills to enable them to verify assessment decisions and give advice to assessors.
- hold, or be working towards appropriate qualifications, such as:
  - Award in Internal Quality Assurance of the Assessment Processes and Practices
  - Award in Conducting Internal Quality Assurance of the Assessment Process (V1)
  - Internally verify the assessment process D34.
- have an in-depth knowledge of the UK Occupational Language Standards
- make objective and reliable judgements about candidate competence.
- sample the assessment process to make sure accurate and consistent decisions between centre assessors against the qualification standards.

- Ensure that assessment has been carried out by persons who are occupationally competent within the area they are assessing.
- maintain their occupational knowledge by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the Languages sector.
- have an appropriate induction to qualifications and the standards that they are verifying provided to them by the Centre, and have access to ongoing training and updating on current issues relevant to these qualifications. Information on the induction and continuing professional development of internal verifiers must be made available to the external verifier.

#### Language Qualifications for Assessors and Verifiers

- Unless they are native speakers with a full range of language competence, internal verifiers must normally hold a qualification in the language they verify.
- For units up to and including level 3, they must be qualified in the language to at least one level above the one assessed.
- For units at level 4 or higher, they must be qualified at least to the level being assessed.

#### Use of an Expert Witness

In certain circumstances, where the verifier does not have the necessary skills in the language being assessed, and provided this has first been agreed with OCR, a centre may appoint an expert witness who has the appropriate language skills. The expert witness will work with the assessor to verify the candidate's language competence.

# 5 Certification

Candidates who achieve the full qualification will receive:

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

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

## 5.1 Claiming certificates

---

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

## 5.2 Replacement certificates

---

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

# 6 Qualification structure and units

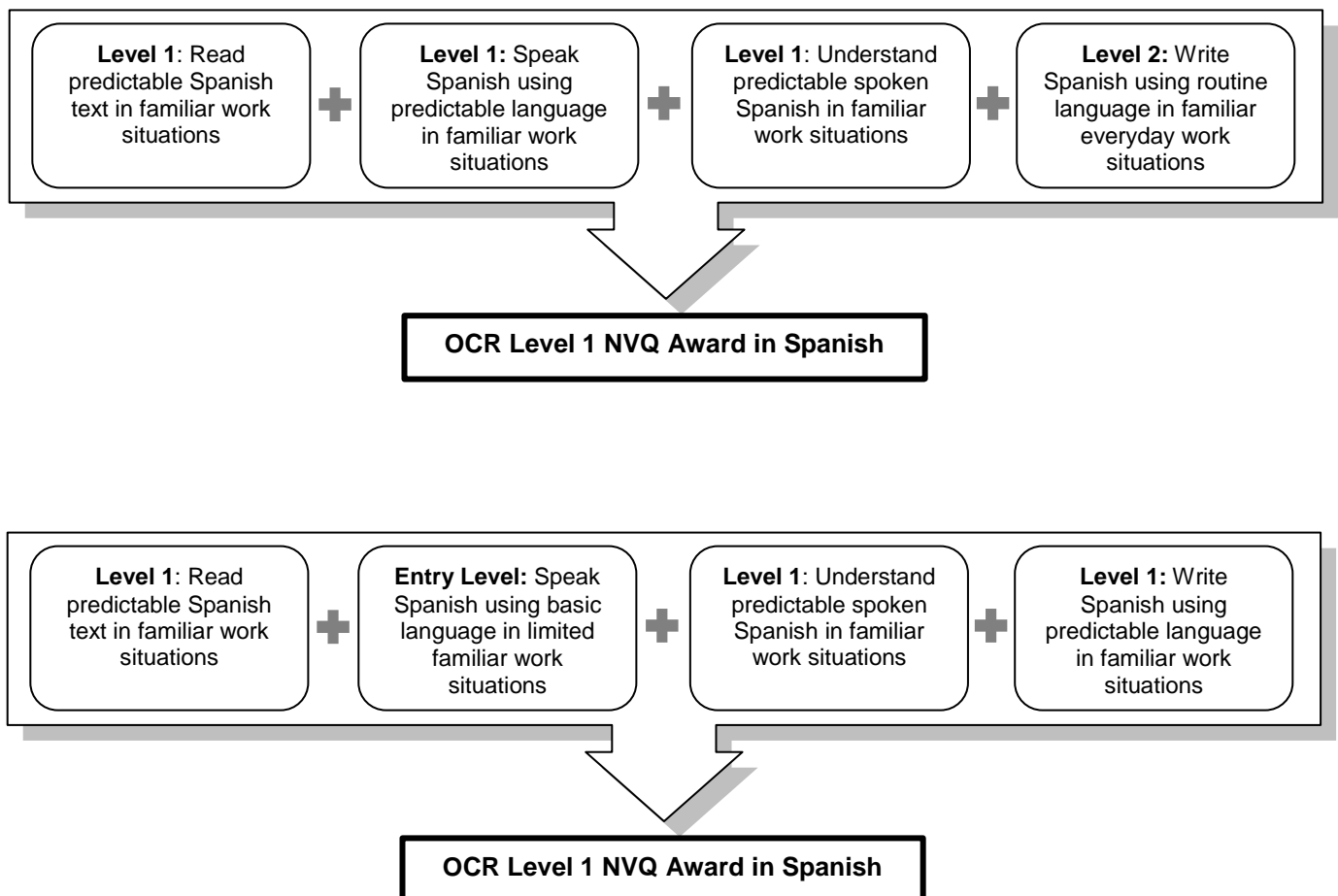
## 6.1 Qualification structure

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

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

Candidates have the opportunity to achieve a full qualification in Spanish at any level, by claiming for three units at one level and a fourth unit at one level above or below the primary level being achieved. However, all four skill area units must be claimed in order to achieve a full qualification.

For example:



**OCR Entry Level Award in Spanish (Entry 3)****(Qualification Accreditation Number 501/0902/9)**

To achieve this qualification, candidates must achieve a total of 8 credits of which 6 credits must be at Entry Level. Candidates must take 1 unit from each skill area.

The following table contains the units.

Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
1	Speak Spanish using basic language in limited familiar work situations	A/601/8283	2	E	10
2	Understand basic spoken Spanish in limited familiar work situations	L/601/8224	2	E	10
3	Read basic Spanish text in limited familiar work situations	K/601/8263	2	E	10
4	Write basic Spanish text in limited familiar work situations	R/601/8273	2	E	10
5	Speak Spanish using predictable language in familiar work situations	M/601/8510	3	1	23
6	Understand predictable spoken Spanish in familiar work situations	A/601/8509	3	1	23
7	Read predictable Spanish in familiar work situations	T/601/8511	3	1	23
8	Write Spanish using predictable language in familiar work situations	A/601/8512	3	1	23

**OCR Level 1 NVQ Award in Spanish****Qualification Accreditation Number 501/0156/0**

To achieve this qualification, candidates must achieve a total of 11 credits of which 9 credits must be at Level 1. Candidates must take 1 unit from each skill area.

Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
1	Speak Spanish using basic language in limited familiar work situations	A/601/8283	2	E	10
2	Understand basic spoken Spanish in limited familiar work situations	L/601/8224	2	E	10
3	Read basic Spanish text in limited familiar work situations	K/601/8263	2	E	10
4	Write basic Spanish text in limited familiar work situations	R/601/8273	2	E	10
5	Speak Spanish using predictable language in familiar work situations	M/601/8510	3	1	23
6	Understand predictable spoken Spanish in familiar work situations	A/601/8509	3	1	23
7	Read predictable Spanish in familiar work situations	T/601/8511	3	1	23



Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
8	Write Spanish using predictable language in familiar work situations	A/601/8512	3	1	23
9	Speak Spanish using routine language in familiar everyday work situations	R/601/8516	5	2	25
10	Understand routine spoken Spanish in familiar everyday work situations	L/601/8515	5	2	25
11	Read routine Spanish in familiar everyday work situations	D/601/8518	5	2	25
12	Write Spanish using routine language in familiar everyday work situations	H/601/8519	5	2	25

## OCR Level 2 NVQ Certificate in Spanish

### Qualification Accreditation Number 501/0109/2

To achieve this qualification, candidates must achieve a total of 18 credits of which 15 credits must be at Level 2. Candidates must take 1 unit from each skill area.

Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
5	Speak Spanish using predictable language in familiar work situations	M/601/8510	3	1	23
6	Understand predictable spoken Spanish in familiar work situations	A/601/8509	3	1	23
7	Read predictable Spanish in familiar work situations	T/601/8511	3	1	23
8	Write Spanish using predictable language in familiar work situations	A/601/8512	3	1	23
9	Speak Spanish using routine language in familiar everyday work situations	R/601/8516	5	2	25
10	Understand routine spoken Spanish in familiar everyday work situations	L/601/8515	5	2	25
11	Read routine Spanish in familiar everyday work situations	D/601/8518	5	2	25
12	Write Spanish using routine language in familiar everyday work situations	H/601/8519	5	2	25
13	Speak Spanish using varied language in a range of work situations	M/601/8524	8	3	38
14	Understanding varied spoken Spanish in a range of work situations	H/601/8522	8	3	38
15	Read varied Spanish in a range of work situations	A/601/8526	8	3	38
16	Write Spanish using varied language in a range of work situations	F/601/8527	8	3	38

**OCR Level 3 NVQ Certificate in Spanish****Qualification Accreditation Number 501/0079/8**

To achieve this qualification, candidates must achieve a total of 29 credits of which 24 credits must be at Level 3. Candidates must take 1 unit from each skill area.

<b>Unit No</b>	<b>Unit title</b>	<b>Unit Accreditation No (UAN)</b>	<b>Credit value</b>	<b>Level</b>	<b>GLH</b>
9	Speak Spanish using routine language in familiar everyday work situations	R/601/8516	5	2	25
10	Understand routine spoken Spanish in familiar everyday work situations	L/601/8515	5	2	25
11	Read routine Spanish in familiar everyday work situations	D/601/8518	5	2	25
12	Write Spanish using routine language in familiar everyday work situations	H/601/8519	5	2	25
13	Speak Spanish using varied language in a range of work situations	M/601/8524	8	3	38
14	Understanding varied spoken Spanish in a range of work situations	H/601/8522	8	3	38
15	Read varied Spanish in a range of work situations	A/601/8526	8	3	38
16	Write Spanish using varied language in a range of work situations	F/601/8527	8	3	38
17	Speak extended Spanish in a wide range of work situations	R/601/8550	10	4	25
18	Understand extended spoken Spanish in a wide range of work situations	T/601/8542	10	4	25
19	Read extended Spanish in a wide range of work situations	F/601/8561	10	4	25
20	Write extended Spanish in a wide range of work situations	K/601/8568	10	4	25

**OCR Level 4 NVQ Diploma in Spanish****Qualification Accreditation Number 501/0205/9**

To achieve this qualification, candidates must achieve a total of 38 credits of which 30 credits must be at Level 4. Candidates must take 1 unit from each skill area.

<b>Unit No</b>	<b>Unit title</b>	<b>Unit Accreditation No (UAN)</b>	<b>Credit value</b>	<b>Level</b>	<b>GLH</b>
13	Speak Spanish using varied language in a range of work situations	M/601/8524	8	3	38
14	Understanding varied spoken Spanish in a range of work situations	H/601/8522	8	3	38
15	Read varied Spanish in a range of work situations	A/601/8526	8	3	38

<b>Unit No</b>	<b>Unit title</b>	<b>Unit Accreditation No (UAN)</b>	<b>Credit value</b>	<b>Level</b>	<b>GLH</b>
<b>16</b>	Write Spanish using varied language in a range of work situations	F/601/8527	8	3	38
<b>17</b>	Speak extended Spanish in a wide range of work situations	R/601/8550	10	4	25
<b>18</b>	Understand extended spoken Spanish in a wide range of work situations	T/601/8542	10	4	25
<b>19</b>	Read extended Spanish in a wide range of work situations	F/601/8561	10	4	25
<b>20</b>	Write extended Spanish in a wide range of work situations	K/601/8568	10	4	25

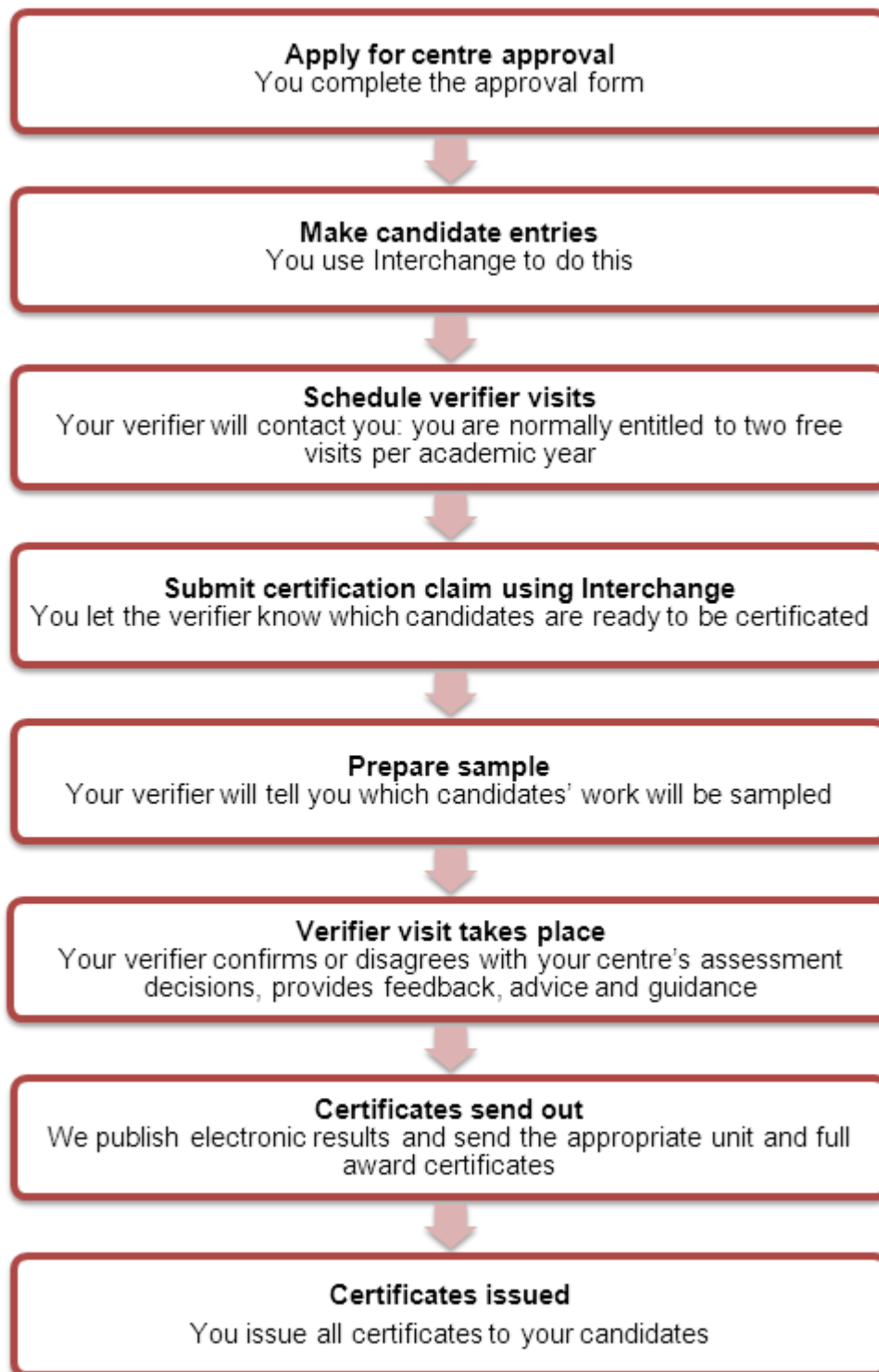
Units can be downloaded from the OCR website <http://www.ocr.org.uk/qualifications/by-type/vocational-qualifications/languages/>

# 7 Administration arrangements

## 7.1 Overview of full process

The following flow chart provides an at a glance guide to the administration

### Process for the qualifications



For detailed information on these qualifications centres must refer to OCR's Admin guide: Vocational Qualifications.

## 8 Guidance for candidates

### 8.1 What are the NVQ Languages - Spanish?

These qualifications aim to enable the candidate to prove their competence in using varied language in a range of everyday work situations. This covers the four skills of Listening, Reading Writing and Speaking.

The qualifications:

1. prepare candidates for employment in work that involves the use of the Spanish language
2. improve the essential knowledge, understanding and skills required for employment in a variety of roles that rely on the use of the Spanish Language
3. update the knowledge skills and understanding of those already employed in a role involving the use of the Spanish Language, to improve their performance

### 8.2 What do I have to do to achieve these qualifications?

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

#### OCR Entry Level Award in Spanish (Entry 3)

#### (Qualification Accreditation Number 501/0902/9)

To achieve this qualification, you must achieve a total of 8 credits of which 6 credits must be at Entry Level. You must take 1 unit from each skill area (Speaking, Listening, Reading, Writing). You can also take one unit from Level 1, if appropriate.

The following table contains the units.

Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level
1	Speak Spanish using basic language in limited familiar work situations	A/601/8283	2	E
2	Understand basic spoken Spanish in limited familiar work situations	L/601/8224	2	E
3	Read basic Spanish text in limited familiar work situations	K/601/8263	2	E

Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level
4	Write basic Spanish text in limited familiar work situations	R/601/8273	2	E
5	Speak Spanish using predictable language in familiar work situations	M/601/8510	3	1
6	Understand predictable spoken Spanish in familiar work situations	A/601/8509	3	1
7	Read predictable Spanish in familiar work situations	T/601/8511	3	1
8	Write Spanish using predictable language in familiar work situations	A/601/8512	3	1

## OCR Level 1 NVQ Award in Spanish

### Qualification Accreditation Number 501/0156/0

To achieve this qualification, you must achieve a total of 11 credits of which 9 credits must be at Level 1. You must take 1 unit from each skill area (Speaking, Listening, Reading, Writing). You can also take one unit from Entry Level or Level 2, if appropriate.

Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level
1	Speak Spanish using basic language in limited familiar work situations	A/601/8283	2	E
2	Understand basic spoken Spanish in limited familiar work situations	L/601/8224	2	E
3	Read basic Spanish text in limited familiar work situations	K/601/8263	2	E
4	Write basic Spanish text in limited familiar work situations	R/601/8273	2	E
5	Speak Spanish using predictable language in familiar work situations	M/601/8510	3	1
6	Understand predictable spoken Spanish in familiar work situations	A/601/8509	3	1
7	Read predictable Spanish in familiar work situations	T/601/8511	3	1
8	Write Spanish using predictable language in familiar work situations	A/601/8512	3	1
9	Speak Spanish using routine language in familiar everyday work situations	R/601/8516	5	2
10	Understand routine spoken Spanish in familiar everyday work situations	L/601/8515	5	2
11	Read routine Spanish in familiar everyday work situations	D/601/8518	5	2
12	Write Spanish using routine language in familiar everyday work situations	H/601/8519	5	2

## OCR Level 2 NVQ Certificate in Spanish

### Qualification Accreditation Number 501/0109/2

To achieve this qualification, you must achieve a total of 18 credits of which 15 credits must be at Level 2. You must take 1 unit from each skill area (Speaking, Listening, Reading, Writing). You can also take one unit from Level 1 or Level 3, if appropriate.

Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level
5	Speak Spanish using predictable language in familiar work situations	M/601/8510	3	1
6	Understand predictable spoken Spanish in familiar work situations	A/601/8509	3	1
7	Read predictable Spanish in familiar work situations	T/601/8511	3	1
8	Write Spanish using predictable language in familiar work situations	A/601/8512	3	1
9	Speak Spanish using routine language in familiar everyday work situations	R/601/8516	5	2
10	Understand routine spoken Spanish in familiar everyday work situations	L/601/8515	5	2
11	Read routine Spanish in familiar everyday work situations	D/601/8518	5	2
12	Write Spanish using routine language in familiar everyday work situations	H/601/8519	5	2
13	Speak Spanish using varied language in a range of work situations	M/601/8524	8	3
14	Understanding varied spoken Spanish in a range of work situations	H/601/8522	8	3
15	Read varied Spanish in a range of work situations	A/601/8526	8	3
16	Write Spanish using varied language in a range of work situations	F/601/8527	8	3

## OCR Level 3 NVQ Certificate in Spanish

### Qualification Accreditation Number 501/0079/8

To achieve this qualification, you must achieve a total of 29 credits of which 24 credits must be at Level 3. You must take 1 unit from each skill area (Speaking, Listening, Reading, Writing). You can also take one unit from Level 2 or Level 4, if appropriate.

Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level
9	Speak Spanish using routine language in familiar everyday work situations	R/601/8516	5	2
10	Understand routine spoken Spanish in familiar everyday work situations	L/601/8515	5	2

Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level
11	Read routine Spanish in familiar everyday work situations	D/601/8518	5	2
12	Write Spanish using routine language in familiar everyday work situations	H/601/8519	5	2
13	Speak Spanish using varied language in a range of work situations	M/601/8524	8	3
14	Understanding varied spoken Spanish in a range of work situations	H/601/8522	8	3
15	Read varied Spanish in a range of work situations	A/601/8526	8	3
16	Write Spanish using varied language in a range of work situations	F/601/8527	8	3
17	Speak extended Spanish in a wide range of work situations	R/601/8550	10	4
18	Understand extended spoken Spanish in a wide range of work situations	T/601/8542	10	4
19	Read extended Spanish in a wide range of work situations	F/601/8561	10	4
20	Write extended Spanish in a wide range of work situations	K/601/8568	10	4

## OCR Level 4 NVQ Diploma in Spanish

### Qualification Accreditation Number 501/0205/9

To achieve this qualification, you must achieve a total of 38 credits of which 30 credits must be at Level 4. You must take 1 unit from each skill area (Speaking, Listening, Reading, Writing). You can also take one unit from Level 3, if appropriate.

Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level
13	Speak Spanish using varied language in a range of work situations	M/601/8524	8	3
14	Understanding varied spoken Spanish in a range of work situations	H/601/8522	8	3
15	Read varied Spanish in a range of work situations	A/601/8526	8	3
16	Write Spanish using varied language in a range of work situations	F/601/8527	8	3
17	Speak extended Spanish in a wide range of work situations	R/601/8550	10	4
18	Understand extended spoken Spanish in a wide range of work situations	T/601/8542	10	4
19	Read extended Spanish in a wide range of work situations	F/601/8561	10	4
20	Write extended Spanish in a wide range of work situations	K/601/8568	10	4



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

---

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

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

---

These qualifications are designed for candidates wishing to gain an appropriate qualification for the purposes working in a range of industrial or commercial roles, where Languages form an important part of the overall skills required in a wide range of occupations. They are also suitable for candidates studying in preparation for employment in a customer - facing sector, who wish to enter the language service industry or who wish to support further study in Further Education (FE) and Higher Education (HE) in a customer - facing sector.

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

### 8.5 How are the units assessed?

---

All of the units are assessed by the centre using methods appropriate to you and the skill area, and are described in detail in each unit. You will be expected to demonstrate your ability to meet the requirements of each unit in a number of ways, and you will build a small portfolio of evidence so that OCR can verify your work.

### 8.6 Do I need to pass all of the units?

---

You will need to pass four units to achieve a full qualification.

### 8.7 How do I keep track of my achievements?

---

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

## 8.8 Can my work for these qualifications prepare me for my Functional Skills?

---

The work that you do for these qualifications may help to prepare you for the functional skills assessment.

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

# 9 Mapping and signposting

## 9.1 National Occupational Standards (NOS) Mapping

---

These qualifications provide a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to the 2010 UK Occupational Language Standards.

Each unit contains details of the signposting to the NOS.

## 9.2 Functional skills signposting

---

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

# 10 Further support and information

## 10.1 Enquiries

---

If you have any comments or enquiries about the qualifications in this handbook, you can get in touch with our customer contact advisers:

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

**email:** [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

**telephone:** 024 76 851509

**fax:** 024 76 421944

Alternatively, you could visit OCR's website at [www.ocr.org.uk](http://www.ocr.org.uk) for further information on OCR qualifications.

## 10.2 Complaints

---

We deal with all complaints sensitively and speedily and use them to help us improve our service.

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

You can:

**write to:** Director of Assessment Standards  
OCR  
1 Hills Road  
Cambridge  
CB1 2EU

**email:** [complaints@ocr.org.uk](mailto:complaints@ocr.org.uk)

**telephone:** 024 76 851509

**fax:** 024 76 421944

## 10.3 Our professional development programme (CPD)

---

As part of our teacher training we offer a broad range of courses. We're constantly looking for ways to improve the support we offer you and to make our professional development programme more accessible and convenient to all.

To find out more about what is available, please visit our website at <https://www.cpdhub.ocr.org.uk/>.

## 10.4 Documents related to these qualifications

---

OCR's *Admin guide: Vocational Qualifications*

JCQ publications:

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

# 11 Glossary

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

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

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