OCR
RECOGNISING ACHIEVEMENT

QCF

NVQ in Occupational Health and Safety

OCR Level 3 NVQ Certificate in Occupational Health and Safety

Scheme code 10176

OCR Level 5 NVQ Diploma in Occupational Health and Safety Practice

Scheme code 10177

Centre Handbook

Contents

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).

OCR Level 3 NVQ Certificate in Occupational Health and Safety   **10176**

OCR Level 5 NVQ Diploma in Occupational Health and Safety Practice   **10177**

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 NVQ Occupational Health and Safety suite of qualifications

The OCR NVQ Occupational Health and Safety suite of qualifications provides 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. They support achievement of Key Skills/Functional Skills/Essential Skills and relate to national occupational standards (NOS).

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 ProSkills, the sector body for the health and safety sector.

1.2   Administration arrangements for these qualifications

A separate publication, the *Admin guide: Vocational Qualifications* (A850), provides details of the administration arrangements for these qualifications. The Admin Guide is available to download from our website: www.ocr.org.uk.

1.3 What is the Qualifications and Credit Framework (QCF)?

The QCF is a unit and credit-based regulatory framework which replaces the National Qualifications Framework (NQF). It is a way of recognising skills and qualifications by awarding credit for qualifications and units achieved.

1.4 If centre staff have queries

This Centre Handbook 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.

1.5 Documentation updates

The information provided in this handbook was correct at the time of production. Occasionally OCR may update this information. Please refer to the qualification webpages at www.ocr.org.uk for details regarding updates to these qualifications. The latest version of this handbook is available to download from the OCR website.

2 General information

2.1 Qualification profile

Title	OCR Level 3 NVQ Certificate in Occupational Health and Safety
OCR code	10176
QAN	600/0101/X
Level	This qualification has been accredited on to the Qualifications and Credit Framework (QCF) at Level 3
Qualification structure	To achieve this qualification, candidates must complete a minimum total of 31 credits; 23 credits from mandatory units and a minimum of 8 credits from optional units.

Age group approved	Pre-16	16-18	18+	19+
				✓

This qualification is suitable for	Those that wish to develop their skills, knowledge and understanding of Occupational Health and Safety. Candidates should have some responsibility for the health, safety and welfare of others. They should have a reasonable degree of authority and autonomy and have access to higher levels of management in their organisation and have the opportunity to research information and implement their recommendations.
Entry requirements	There are no formal entry requirements for this qualification.
Assessment	These qualifications are pass/fail. These qualifications are internally assessed by centre staff and externally verified by OCR Assessors.
Funding	For details on eligibility for public funding please refer to the following websites: http://www.dcsf.gov.uk/section96/ http://skillsfundingagency.bis.gov.uk/
Performance figures	For information on this qualification's contribution to performance measurement please see the Ofqual's Register of Regulated Qualifications: http://register.ofqual.gov.uk/
Last entry date*	31/12/2013
Last certification date*	31/12/2016

*OCR will inform centres of changes to these dates. Please refer to our website www.ocr.org.uk for current dates. All centre records must be updated accordingly.

Title	OCR Level 5 NVQ Diploma in Occupational Health and Safety Practice
OCR code	10177
QAN	600/0006/5
Level	This qualification has been accredited on to the Qualifications and Credit Framework (QCF) at Level 5
Qualification structure	To achieve this qualification, candidates must complete a total of 108 credits from 10 mandatory units.

Age group approved	Pre-16	16-18	18+	19+
				✓

This qualification is suitable for	Those with specific responsibilities for the health, safety and welfare of others. They will have a significant degree of authority and autonomy and be in a position to influence policies and procedures in their organisation and to implement changes relating to health and safety. They will probably be part of the senior management team and possibly be budget holders.
Entry requirements	There are no formal entry requirements for this qualification.
Assessment	These qualifications are pass/fail. These qualifications are internally assessed by centre staff and externally verified by OCR Assessors.
Funding	For details on eligibility for public funding please refer to the following websites: http://www.dcsf.gov.uk/section96/ http://skillsfundingagency.bis.gov.uk/
Performance figures	For information on this qualification's contribution to performance measurement please see the Ofqual's Register of Regulated Qualifications: http://register.ofqual.gov.uk/
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2.2   Target market

These qualifications are designed to reflect the requirements and activities of those that work at different levels to monitor (level 3) and to develop and implement (level 5) health and safety systems in the workplace. In some cases, candidates may have additional or other duties.

2.3   Qualification aims

The aim of these qualifications is to recognise the skills and competencies of candidates in the workplace.

These qualifications are about the development and implementation of good practice in health and safety matters in the workplace. Candidates will have a great deal of authority, influence and autonomy and will be required to make decisions within agreed limits and boundaries.

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 Number (ULN)

It is an Ofqual requirement that Awarding Bodies must capture the Unique Learner Number (ULN) for all candidates who have claimed certification for these qualifications. Where a candidate has a ULN, you should enter their number in the ULN field of the entry form. For candidates who do not have a ULN, a claim will still be accepted if you leave this field blank, however, OCR will not be able to send these achievements to the Diploma Aggregation Service. Further information about this can be found in the *Admin guide: Vocational Qualifications* (A850) available to download from www.ocr.org.uk.

2.6   Progression opportunities

These qualifications have been designed to encourage progression. Candidates are able to progress from the OCR Level 3 NVQ Certificate in Occupational Health and Safety to the OCR Level 5 NVQ Diploma in Occupational Health and Safety Practice, specialist qualifications from IOSH or into Higher Education.

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   Wider issues

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

Spiritual, moral, ethical, social and cultural issues

Centre staff delivering a course that supports these qualifications would have opportunities to address spiritual, moral, ethical, social and cultural issues.

For example, candidates will need to understand the moral duty of care that each person owes to another. Candidates will also need to develop an in-depth knowledge of health and safety legislation and how cultural issues such as religion, religious beliefs and social background contribute to the interpretation and implementation of legislation.

Environmental issues, health and safety considerations and European developments

Centre staff delivering a course that supports these qualifications may have opportunities to address environmental issues, health and safety considerations and European developments depending on the method of delivery/choice of teaching materials.

For example, candidates will need to be aware of the influence of the EU in aspects of health and safety and how this supports in the free movement of labour across member states. Candidates

will also need to understand how health and safety legislation impacts on environmental issues such as control or noise or the control and disposal of hazardous waste and the use of less environmentally damaging materials. Environmental issues are addressed specifically in Unit 7 of the Level 3 certificate.

2.9   Guided learning hours

Each of the units in these qualifications are 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 these qualifications is given in section 6.

2.10   Funding

These qualifications are accredited at Levels 3 and 5 of the Qualifications and Credit Framework and are eligible for funding under Section 96 and/or Skills Funding Agency. For details on eligibility for public funding please refer to the following websites:

http://www.dcsf.gov.uk/section96/

http://skillsfundingagency.bis.gov.uk/

2.11   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.

2.12 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 of the application of the appropriate legislation.

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 (*A850) and the *JCQ Instructions for Conducting Examinations,* available on the OCR website www.ocr.org.uk.

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

2.13 Delivery in Wales and Northern Ireland

The specification for these qualifications has only been approved by Ofqual for delivery in England/Wales/Northern Ireland during the life of the qualifications.

The specification for these qualifications has been approved by the Department for Children, Education, Lifelong Learning and Skills (DCELLS) for use by centres in Wales and by the Council for the Curriculum Examinations and Assessment (CCEA) for use by centres in Northern Ireland.

Candidates 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, including in the external assessment, the terms used have been selected as neutral so that candidates may apply whatever is appropriate to their own situation.

We will provide specifications, assessments and supporting documentation in English.

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

2.14 Access arrangements and special consideration

Adjustments to standard assessment arrangements are made on the basis of the individual needs of candidates.

It is important, therefore, that centres identify as early as possible whether candidates have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation

and select an appropriate qualification or adjustment that will allow them to demonstrate attainment.

The responsibility for providing adjustments to assessment is one which is shared between OCR and the centre. Centre staff should consult the consult the Joint Council of Qualifications' (JCQ) booklet *Access Arrangements, Reasonable Adjustments and Special Consideration* www.jcq.org.uk.

This document should also be referred to for those candidates who may require a post examination adjustment, special consideration (to reflect temporary illness, indisposition or injury), at the time of the examination/assessment.

For further guidance on access arrangements and special consideration please refer to OCR's *Admin guide: Vocational Qualifications (A*850) on the OCR website www.ocr.org.uk.

2.15 Results enquiries and appeals

Please refer to the *Admin guide: Vocational Qualifications* (A850) which can be downloaded from the OCR website www.ocr.org.uk

2.16 Centre malpractice guidance

It is the responsibility of the Head of Centre[*] to report (in writing) all cases of suspected malpractice involving centre staff or candidates, to the OCR Standards Division.

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

Further information is contained in the JCQ publication*: Suspected Malpractice in Examinations and Assessments* which is available from www.jcq.org.uk together with OCR's *Malpractice Procedures – A Guide for Centres.*

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

3   Assessment

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.

Centre assessed and OCR verified

3.2   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.

3.3   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.

3.4   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.

In line with the Learning and Development assessment standards (e.g. A1), assessors should:

- plan with the candidates

- assess candidate performance, knowledge and understanding

- look at the evidence

- question and give feedback to the candidate working towards these qualifications.

They should also be satisfied that the candidate has demonstrated competence when meeting the assessment criteria.

All criteria must be completed before the assessor can sign the unit off as complete.

Full details of the administration arrangements associated with these qualifications are included in the *Admin guide: Vocational Qualifications* (A850) which can be downloaded from the OCR website www.ocr.org.uk.

3.5   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 the organisation's emergency response systems and procedures (Level 5, Unit 8) unless the candidate had made a substantial and identifiable input into their development and implementation.

Reliable

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

Safe and manageable

Assessors and internal verifiers/quality assurers 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 are free from constraints outside the requirements of the candidate's job role.

For candidates who have access requirements please see section 2.14 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 in partnership with ProSkills and other awarding bodies have 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

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

3.6   Examining the evidence

Only approved and qualified assessors (see **Assessor and internal verifier/quality assurer 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:

- Risk assessments carried out by the candidate

- Health and safety training devised and/or delivered by the candidate

- Results of health and safety inspections conducted by the candidate

- Results and findings of accident investigations carried out by the candidate.

* These are examples of what a candidate may present, however, is not a definitive list. The examples are not exhaustive.

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.

3.7   Observation

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

The assessor and candidate should plan observations together, however, 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.

3.8   Questioning

Only approved and qualified assessors (see **Assessor and internal verifier/quality assurer 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.

3.9 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.

3.10 Witness testimonies

Witness testimonies can be used as evidence of a candidate's performance. Such testimonies could be made verbally to the assessor or could be written in a short note.

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

- the candidate's name

- the date, time and venue of the activity carried out

- a description of the activities performed by the candidate

- the date of writing the testimony

- a description of the witness' relationship to the candidate

- their signature and job title

- their contact details (such as telephone number).

It is not appropriate for witness testimonies to contain a list of the skills to which it relates. Witnesses must direct the information in their testimonies to describing what the candidate did. The assessor will then judge whether the candidate's activities demonstrate competence to the standards. It is not acceptable for candidates to produce written witness testimonies for witnesses to sign, to support a qualification they are working towards.

3.11 Personal statements

This is a candidate's own account of what they did, backed up by reference to evidence or witnesses. Candidates can also produce logs or diaries, reflective accounts, however, someone who can authenticate them as a true account of what took place must countersign these.

3.12 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.

3.13 Where evidence comes from

Evidence may come from a number of different sources, for example:

• performance evidence may come from a candidate carrying out workplace activities

• knowledge evidence may come from a candidate carrying out workplace activities or from the candidate answering the assessor's questions.

3.14 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.

3.15 Simulation

Simulation is not allowed. However, where access to assessment is jeopardised by this, guidance should be sought from OCR who will decide the issue in conjunction with ProSkills.

3.16 Medium that can be used

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

3.17 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.

OCR may accept some evidence from candidates who have been assessed in a language other than English, Welsh or Irish as long as there is enough evidence to show that candidates are competent in English, Welsh or Irish to the standard required for competent performance throughout the UK.

3.18 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* (A850) 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.

3.19   Verification – how it works

Internal verification

It is the centre's responsibility to appoint an internal verifier/quality assurer to manage the internal verification process. The purpose of internal verification is to make sure and show that assessment is valid and consistent, through monitoring and sampling assessment decisions.

The role of the internal verifier/quality assurer is more fully explained in the *Admin guide: Vocational Qualifications* (A850).

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/quality assurers 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/quality assurers

- 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/quality assurer

- 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.

4 Assessor and Internal Verifier/Quality Assurer 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 they anticipate to register

- 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/quality assurers in place to ensure that all assessments are valid, reliable, authentic and sufficient and 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

All assessors must:

- have verifiable and relevant current industry experience and competence in the occupational working area at, or above the level being assessed and evidence the quality of the occupational experience to ensure the credibility of the assessment judgements. Assessors' experience and competence could be evidenced by:

  - Curriculum Vitae and references

  - Possession of a relevant health and safety qualification

  - Appropriate membership of a relevant professional institution

  - Continuing Professional Development (CPD).

- only assess in their acknowledged area of professional competence

- have appropriate knowledge and understanding of the current National Occupational Standards

- actively engage in relevant professional development

- meet the required criteria in the qualifications regulators current regulation documentation.

Assessment decisions by assessors who are still working towards certification of their assessor qualification must be supported by someone who has gained these assessor units eg A1. Support for trainee assessors' decisions should be recorded by the qualified assessor. This can be achieved by counter-signing assessment decisions.

4.3 Internal verifiers/quality assurers

Internal verifiers/quality assurers must:

- have verifiable and relevant current industry experience and competence in the occupational working area at, or above the level being assessed and evidence the quality of the occupational experience to ensure the credibility of the assessment judgements. Verifiers' experience and competence could be evidenced by:

    - Curriculum Vitae and references

    - Possession of a relevant health and safety qualification

    - Appropriate membership of a relevant professional institution

    - Continuing Professional Development (CPD).

- only verify in their acknowledged area of professional competence

- have appropriate knowledge and understanding of the current National Occupational Standards

- actively engage in relevant professional development .

- meet the required criteria in the qualifications regulators current regulation documentation.

Verification carried out by internal verifiers/quality assurers who are still working towards certification of an appropriate internal quality assurance qualification, must be supported by someone who has gained a recognised internal quality assurance qualification eg V1. Support for trainee IV decisions should be recorded by the qualified IV. This can be achieved by counter-signing verification decisions.

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

OCR Level 3 NVQ Certificate in Occupational Health and Safety

or

OCR Level 5 NVQ Diploma in Occupational Health and Safety Practice

Candidates achieving one or more units, however, 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* (A850) for full details.

5.2   Replacement certificates

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

6   Qualification structure and units

6.1   Qualification structure

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.

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.

OCR Level 3 NVQ Certificate in Occupational Health and Safety

(Qualification Accreditation Number 600/0101/X)

To achieve this qualification, candidates must achieve a total of 31 credits made up as follows:

Group 1: Five mandatory units, candidates must achieve 23 credits; all at Level 3

Group 2: At least 8 credits from two optional units; all at Level 3

The following tables contain the groups of mandatory and optional units:

Group 1

OCR Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
1	Ensure responsibility for actions to reduce risks to health and safety	T/602/1912	4	3	18
2	Develop procedures to safely control work operations	L/601/6408	4	3	26
3	Monitor procedures to safely control work operations	F/601/9354	5	3	35
4	Promote a culture of health and safety in the workplace	F/601/6633	4	3	18
5	Conduct a health and safety risk assessment of the workplace	H/601/6687	6	3	32

Group 2

OCR Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
6	Investigate and evaluate health and safety incidents and complaints in the workplace	F/601/6664	5	3	26
7	Make sure actions in the workplace aim to protect the environment	J/601/6701	4	3	17
8	Review health and safety procedures in the workplace	M/601/6837	4	3	21
9	Supervise the health, safety and welfare of a learner in the workplace	Y/601/6847	4	3	22

OCR Level 5 NVQ Diploma in Occupational Health and Safety Practice

(Qualification Accreditation Number 600/0006/5)

To achieve this qualification, candidates must achieve a total of 108 credits made up as follows:

Group 1: Ten mandatory units

Group 1

OCR Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level	GLH
1	Promote a positive health and safety culture	J/602/2210	5	5	22
2	Develop and implement the health and safety policy	D/602/2214	14	6	69
3	Develop and implement effective communication systems for health and safety information	J/602/2224	8	4	35
4	Develop and maintain individual and organisational competence in health and safety matters	Y/602/2227	10	5	44
5	Identify, assess and control health and safety risks	J/602/2238	18	5	68
6	Develop and implement proactive monitoring systems for health and safety	L/602/2239	10	5	47
7	Develop and implement reactive monitoring systems for health and safety	J/602/2241	15	5	69
8	Develop and implement health and safety emergency response systems and procedures	R/602/2243	12	5	41
9	Develop and implement health and safety review systems	H/602/2246	8	5	41
10	Maintain knowledge of improvements to influence health and safety practice	M/602/2248	8	5	46

6.2   Unit format

The format of OCR's units is detailed below.

A unit title

This is a summary of the content of the unit.

Level

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

Credit value

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

Guided learning hours (glh)

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

Unit expiry date

This section specifies the end accreditation date of the unit.

Unit purpose and aim

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

Learning outcomes

These set out what the candidate is expected to know, understand or be able to do as a result of the learning process.

Assessment criteria

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

Exemplification

This details the underpinning knowledge, understanding and skills which candidates will need in order to be able to undertake the assessment for the unit and to meet the requirements of the assessment criteria.

Assessment

This section details how the assessment criteria will be assessed.

Evidence requirements

These provide specific detail to amplify the knowledge or understanding required to meet the assessment criteria.

Guidance on assessment and evidence requirements

This provides guidance on how the assessment could be carried out and how the evidence requirements could be met.

National Occupational Standards (NOS) mapping/signposting

This section provides mapping to the relevant National Occupational Standards.

6.3   Units

Units can be downloaded from the OCR website www.ocr.org.uk.

7 Administration arrangements

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

7.1 Overview of full process

For detailed information on these qualifications centres must refer to OCR's Admin guide: Vocational Qualifications (A850).

The following flowchart provides a brief summary of how these qualifications are delivered.

Administration flowchart for verification

Apply for centre approval
Complete the approval form

↓

Make entries
Via Interchange

↓

Schedule OCR Verifier visits
Your verifier contacts you: you are entitled to two free visits per academic year

↓

Assess and standardise
Before the verifier visit

↓

Submit claim via Interchange
Let your verifier know which candidates are ready to be verified

↓

Prepare sample
Your Verifier will tell you which candidates' work will be verified

↓

OCR Verifier visit takes place
The Verifier confirms assessment decisions, provides feedback, advice and guidance

↓

OCR issues certificates
OCR publishes electronic results and sends unit and full award certificates as appropriate

8   Supporting Documentation

8.1   OCR assessment material

Assessment materials

The OCR assessment materials for these qualifications include record of achievement, evidence record sheet and witness list. These assessment materials are available to download from the OCR website www.ocr.org.uk.

9 Guidance For Candidates

9.1 What is the NVQ Occupational Health and Safety suite?

The aim of these qualifications is to recognise the skills and competencies of candidates in the workplace.

These qualifications are about the development and implementation of good practice in health and safety matters in the workplace. Candidates will have a great deal of authority, influence and autonomy and will be required to make decisions within agreed limits and boundaries.

9.2 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 Level 3 NVQ Certificate in Occupational Health and Safety

(Qualification Accreditation Number 600/0101/X)

To achieve this qualification, candidates must achieve a total of 31 credits made up as follows:

Group 1: Five mandatory units, candidates must achieve 23 credits; all at Level 3

Group 2: At least 8 credits from two optional units; all at Level 3

The following tables contain the groups of mandatory and optional units.

Group 1

OCR Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level
1	Ensure responsibility for actions to reduce risks to health and safety	T/602/1912	4	3
2	Develop procedures to safely control work operations	L/601/6408	4	3
3	Monitor procedures to safely control work operations	F/601/9354	5	3
4	Promote a culture of health and safety in the workplace	F/601/6633	4	3
5	Conduct a health and safety risk assessment of the workplace	H/601/6687	6	3

Group 2

OCR Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level
6	Investigate and evaluate health and safety incidents and complaints in the workplace	F/601/6664	5	3
7	Make sure actions in the workplace aim to protect the environment	J/601/6701	4	3
8	Review health and safety procedures in the workplace	M/601/6837	4	3
9	Supervise the health, safety and welfare of a learner in the workplace	Y/601/6847	4	3

OCR Level 5 NVQ Diploma in Occupational Health and Safety Practice

(Qualification Accreditation Number 600/0006/5)

To achieve this qualification, candidates must achieve a total of 108 credits made up as follows:

Group 1: Ten mandatory units

Group 1

OCR Unit No	Unit title	Unit Accreditation No (UAN)	Credit value	Level
1	Promote a positive health and safety culture	J/602/2210	5	5
2	Develop and implement the health and safety policy	D/602/2214	14	6
3	Develop and implement effective communication systems for health and safety information	J/602/2224	8	4
4	Develop and maintain individual and organisational competence in health and safety matters	Y/602/2227	10	5
5	Identify, assess and control health and safety risks	J/602/2238	18	5
6	Develop and implement proactive monitoring systems for health and safety	L/602/2239	10	5
7	Develop and implement reactive monitoring systems for health and safety	J/602/2241	15	5
8	Develop and implement health and safety emergency response systems and procedures	R/602/2243	12	5
9	Develop and implement health and safety review systems	H/602/2246	8	5
10	Maintain knowledge of improvements to influence health and safety practice	M/602/2248	8	5

9.3   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.

9.4   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 of working in a health and safety role.

These qualifications may also form a progression route to other higher level OCR qualifications or other appropriate higher education qualifications.

9.5   How are the units assessed?

All of the units are internally assessed by centre staff and externally verified by an OCR Assessor.

9.6   Do I need to pass all of the units?

The units that need to be passed in order to achieve a full OCR Level 3 NVQ Certificate in Occupational Health and Safety/OCR Level 5 NVQ Diploma in Occupational Health and Safety Practice are detailed in section 9.2. However, each unit represents a worthwhile achievement in its own right, and certification is also available at unit level.

9.7   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).

9.8 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.

10 Mapping and Signposting

10.1 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 National Occupational Standards (NOS) in Health and Safety.

Each unit contains details of the signposting to the NOS.

11 Further Support and Information

11.1 Enquiries

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

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

Alternatively, you could visit OCR's website at www.ocr.org.uk for further information on OCR qualifications.

11.2 Results enquiries

For information about result enquiries please refer to the OCR website at www.ocr.org.uk

11.3 Customer feedback

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

OCR Qualifications Manager
NVQ Occupational Health and Safety
Qualifications and Curriculum Division
OCR
Coventry Office
Westwood Way
Coventry
CV4 8JQ

11.4 OCR Training Events

Information on OCR's training events for centres can be found on the OCR website by going to www.ocr.org.uk, or by contacting:

OCR Training
Customer Support Division
Progress House
Westwood Way
Coventry CV4 8JQ

Telephone: 02476 496 398
Fax: 02476 496 399
Email: training@ocr.org.uk

11.5 OCR Publications

The OCR Publications Service offers support to OCR customers, centres, parents and candidates. It offers a wide range of up-to-date materials for sale which relate to our key qualifications. These materials include specifications, past papers, mark schemes and a range of support materials.

The OCR Publications Catalogue holds the full list of materials currently available to order. To obtain a copy of this and to order publications, please go to http://publications.ocr.org.uk or call our dedicated order line on 0870 770 6622.

Orders can also be emailed to publications@ocr.org.uk or posted to the address on the order form printed in the OCR Publications Catalogue.

OCR Support Materials prepare extra resources to help you deliver our qualifications. These support materials can be ordered from OCR Publications and more information about the materials can be obtained from support.materials@ocr.org.uk.

11.6 Documents related to these qualifications

OCR's *Admin guide: Vocational Qualifications* (A850)

12 Glossary

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

Evaluate	to ascertain or set the amount or value of
	to judge or assess the worth of; appraise
Examine	to look at, inspect, or scrutinise carefully, or in detail; investigate
Explain	to make (something) comprehensible, esp. by giving a clear and detailed account of the relevant structure, operation, surrounding circumstances, etc
Explore	to examine or investigate, esp. systematically
Generate	to produce or bring into being; create
Give	to present or deliver voluntarily (something that is one's own) to the permanent possession of another or others
	to impart or communicate
Identify	to prove or recognise as being a certain person or thing; determine the identity of
Illustrate	to clarify or explain by use of examples, analogy, etc
Implement	to carry out; put into action; perform
Interact	to act on or in close relation with each other
Interpret	to clarify or explain the meaning of; elucidate
Investigate	to inquire into (a situation or problem) thoroughly; examine systematically, especially in order to discover the truth
Justify	to prove or see to be just or valid; vindicate
	to show to be reasonable; warrant or substantiate
Keep	to have or retain possession of
Lead	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
Measure	to determine the size, amount, etc, of by measurement
Monitor	to observe or record (the activity or performance) of (an engine or other device)
Organise	to form (parts or elements of something) into a structured whole; co ordinate
Outline	to give the main features or general idea of
Participate	to take part, be or become actively involved, or share (in)
Perform	to carry out or do (an action)
Plan	to have in mind as a purpose
	to make a plan of (a building)
Prepare	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
Present	to show, exhibit
	to put forward; submit
	to bring or suggest to the mind
Produce	to bring (something) into existence; yield
	to bring forth (a product) by physical or mental effort; make
Profile	to draw, write or make a profile of
Promote	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
Propose	to put forward (a plan, motion, etc) for consideration or action
Provide	to put at the disposal of; furnish or supply
Recognise	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
Recommend	to advise as the best course or choice; counsel
Research	to carry out investigations into (a subject, problem etc)
Review	to look at or examine again
	to look back upon
Select	to choose (someone or something) in preference to another or others
Serve	to render or be of service to (a person, cause, etc); help
	to distribute or provide
Show	to make, be, or become visible or noticeable
	to indicate or explain; prove
Suggest	to put forward (a plan, idea, etc) for consideration
Summarise	to make or be a summary of; express concisely
Understand	to know and comprehend the nature or meaning of
Undertake	to contract to or commit oneself to (something) or to do (something)
Use	to put into service or action; employ for a given purpose