

## IT User Skills (ITQ)

### Centre Handbook

Level 2 Diploma in IT User Skills (ITQ) (13996)

600/1955/4

Level 3 Diploma in IT User Skills (ITQ) (13999)

600/1958/X

For use with Apprenticeships

#### Apprenticeship frameworks

ENGLAND ONLY: As part of the move from frameworks to Standards, the withdrawal of frameworks started on 31<sup>st</sup> May 2016. This is a staged process and will continue until all the frameworks are closed in 2020. For the most recent announcements about framework withdrawals visit <https://www.gov.uk/government/publications/removal-of-apprenticeship-frameworks>.

#### England - IT Application Specialist

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 21 SEPTEMBER 2018

Modifications to SASE came into effect on 21<sup>st</sup> September 2018. Accordingly, SASE publication DFE-00236-2018 applies both to new Apprenticeship starts from 21 September 2018 and all Apprenticeships commenced before and not completed by 21 September 2018.

For more details of the changes please read the preface page to the framework document.

Please use this link to see the latest issued version of this framework:

[afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR03901](http://afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR03901)

#### WALES - IT Users

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 14 OCTOBER 2016

Modifications to SASW came into effect on 14 October 2016. These changes relate to the Essential Skills and Employer Rights and Responsibilities requirements of a framework and they ONLY apply to new Apprenticeship starts on, or after, 14th October 2016.

Please use this link to see if the latest issued version of this framework:

[afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR04062](http://afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR04062)

Version 5 Updated October 2018

## Table of Contents

<b>1. Introduction</b>	<b>4</b>
1.1. About these qualifications	4
1.2. Entry requirements	5
1.3. Progression	5
1.4. Funding	5
1.5. Delivery in Wales and Northern Ireland	6
1.6. Qualification size	6
1.7. Performance information	6
<b>2. Qualification structures</b>	<b>7</b>
2.1. Qualification structure and rules of combination	7
2.2. Rules of combination	8
2.3. Table of units for Level 2/Level 3 Diploma in IT User Skills (ITQ)	9
2.4. Barred combinations	12
2.5. Exemptions	13
<b>3. Centre assessor and internal standardisation requirements</b>	<b>14</b>
3.1. Assessment centre requirements	14
3.2. Centre Assessor responsibilities	14
3.3. Centre standardisation for multiple assessors	15
<b>4. Assessment and moderation</b>	<b>16</b>
4.1. Initial assessment of candidates	16
4.2. Suitable to the needs of the candidate	16
4.3. How these qualifications are assessed	16
4.4. Using CLAiT assignments for Level 1 and Level 2 ITQ units	17
Evidence	18
4.5. Candidate's evidence	18
4.6. Evidence Review Form (ERF) for the level 2 mandatory unit	19
4.7. Evidence checklists for the optional units	19
4.8. Tutor worked copies	19
4.9. Marking the work	20
4.10. Amount of evidence needed	20
4.11. Witness statements/Tutor observation	20
4.12. Professional discussion	21
4.13. Authentication	22
Plagiarism	22
Claiming units	23
4.14. Submitting claims	23
4.15. Submission Cover Sheet or alternative mandatory requirements	23
4.16. Postal submissions	24
4.17. Electronic submissions (email)	24
4.18. Electronic submissions (email) - step-by-step guide	25
4.19. Submissions using e-portfolios	26
Moderating the claims	28
4.20. External moderation	28
4.21. Centre feedback reports	28
4.22. Reporting suspected malpractice	29
<b>5. Support</b>	<b>30</b>
5.1. Free resources	30
5.2. Assessment queries	30

5.3.	Our professional development programme (CPD).....	30
5.4.	Useful documents and links.....	30
<b>6.</b>	<b>Certification .....</b>	<b>31</b>
6.1.	Claiming certificates .....	31
6.2.	Replacement certificates.....	31
6.3.	Enquiries about results (EAR) .....	31
<b>7.</b>	<b>Apprenticeship information .....</b>	<b>32</b>
7.1.	How do I get a certificate for the apprenticeship? .....	32
7.2.	About the apprenticeships.....	32
7.3.	What makes up an apprenticeship? .....	32
<b>8.</b>	<b>Other information.....</b>	<b>33</b>
8.1.	Functional skills .....	33
8.2.	Avoidance of bias .....	33
8.3.	Regulatory requirements .....	33
8.4.	Mode of delivery .....	33
8.5.	Centre resources and requirements .....	33
8.6.	Unique Learner Numbers (ULN) and the Personal Learning Record (PLR).....	34
8.7.	Recognition of Prior Learning (RPL).....	34
8.8.	Access arrangements and reasonable adjustments .....	35
8.9.	Wider issues .....	35
<b>9.</b>	<b>Qualifications at glance.....</b>	<b>37</b>
<b>10.</b>	<b>Contacting us .....</b>	<b>43</b>
10.1.	Feedback and enquiries .....	43
10.2.	ITQ Assessment Queries .....	43
10.3.	Feedback and complaints.....	43
<b>11.</b>	<b>Key updates to this handbook.....</b>	<b>45</b>
	<b>Internal Standardisation Form.....</b>	<b>45</b>

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# 1. Introduction

<b>OCR entry code</b>	<b>Title</b>	<b>Qualification Number</b>
13996	OCR Level 2 Diploma in IT User Skills (ITQ)	600/1955/4
13999	OCR Level 3 Diploma in IT User Skills (ITQ)	600/1958/X

The information provided in this handbook is correct at the time of production. Occasionally OCR may update this information. Please refer to the qualification [webpage](#) for details regarding updates, units and supporting documentation.

Candidates can achieve ITQ qualifications using evidence from OCR CLAiT assessment activities.

This handbook contains what you need to know about the planning, delivery and assessment of these qualifications. Staff involved in the delivery of these qualifications must have access to and understand the requirements in this handbook.

For information on how to administer these qualifications please follow the link to OCR's Administration area <http://www.ocr.org.uk/administration/>.

You should ensure 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.

## 1.1. About these qualifications

These qualifications provide valuable opportunities for candidates to:

- Develop skills
- Gain underpinning knowledge and understanding
- Demonstrate competence in the workplace
- Provide progression to employment, further education or higher education
- Improve employability.

These qualifications are internally assessed by your assessors and quality assurance personnel and externally moderated by us.

These qualifications provide increased flexibility and choice for you and your candidates, allowing you the opportunity to use any method, or combination of methods, which clearly demonstrate candidates have met the learning outcomes and assessment criteria.

## 1.2. Entry requirements

There are no formal requirements for entry to these qualifications.

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.

**Candidates will be expected to have a standard of literacy and numeracy appropriate to the level at which they are working.**

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 learners before entering them as candidates for one of these qualifications.

## 1.3. Progression

These qualifications have been designed to develop the skills, knowledge and understanding required to enable progression to and from qualifications along the vertical and horizontal planes in the Regulated Qualifications Framework (RQF).

Candidates achieving the Level 2 Apprenticeship may go into employment in IT or other sectors.

Candidates achieving the Level 3 Advanced Apprenticeship may go into employment in IT or other sectors. They could progress to further vocational study in their chosen sector, for example, to take a Foundation Degree or to Further or Higher Education.

## 1.4. Funding

Funding arrangements can be subject to change. For the latest details about approval and funding eligibility, we recommend you visit the following websites:

[Register of Regulated Qualifications](#) – Ofqual's register of regulated qualifications

Department for Education (DfE) [Section 96](#) – for confirmation of the approval of qualifications to be delivered to specific age ranges.

[Education and Skills Funding Agency](#) for funding education and training for children, young people and adults in England

[Department for the Economy](#) for public funding in Northern Ireland

[Qualifications in Wales](#) database (QiW) for public funding in Wales

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

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

## 1.5. Delivery in Wales and Northern Ireland

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

We will provide handbooks, assessments and supporting documentation in English

## 1.6. Qualification size

The size of the qualification is described in terms of Guided Learning Hours (GLH) and Total Qualification Time (TQT).

GLH indicates the approximate time (in hours) that the candidate will be supervised during any teaching, learning or assessment activities. We have worked with people who are experienced in delivering these qualifications to determine what content needs to be taught and how long it will take to deliver.

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

Each qualification requires the following GLH and TQT:

OCR entry	Qualification title	GLH	TQT
13996	Level 2 Diploma in IT user Skills (ITQ)	280	380
13999	Level 3 Diploma in IT user Skills (ITQ)	290	390

## 1.7. Performance information

You will find information on:

- Performance tables for England on the [Department for Education](#) website
- Performance points for Northern Ireland on the [Department of Education](#) website
- Performance measures for Wales on Qualifications in Wales database (QiW). If you have any queries about the performance information then please email [ims@wales.gsi.gov.uk](mailto:ims@wales.gsi.gov.uk).

## 2. Qualification structures

### 2.1. Qualification structure and rules of combination

Each qualification has a Rule of Combination (ROC).

The ROC specifies how units can be combined and the overall number of credits to be achieved for the qualification to be awarded.

Candidates do not have to achieve units in any particular order and the learning programmes should be tailored to meet individual 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 and credit achieved.

Please note that for all equivalencies or exemptions only candidate **achievement in the last 5 years** will be accepted as evidence towards these qualifications.

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

## 2.2. Rules of combination

### Entry code 13996 OCR Level 2 Diploma in IT User Skills (ITQ)

To achieve this qualification a candidate must achieve the following:

minimum credit of	38
mandatory unit credit	16
optional unit credit	22
<ul style="list-style-type: none"><li>• 5 credits must be at Level 2 or above (excluding sector specific units)</li><li>• An accredited/regulated unit from another sector may be included (sector specific unit or SSU), with the following constraints:<ul style="list-style-type: none"><li>○ The SSU must be at level 2 or above and be at least 4 credits</li><li>○ Only 4 credits will contribute to the overall qualification</li><li>○ The credit value of the SSU does not count towards the requirement for half the optional unit credits to be at the same level as the qualification</li></ul></li></ul>	

### Entry code 13999 OCR Level 3 Diploma in IT User Skills (ITQ)

To achieve this qualification a candidate must achieve the following:

a minimum credit of	39
mandatory unit credit	17
optional unit credit	22
<ul style="list-style-type: none"><li>• 5 credits must be at Level 3 (excluding sector specific units)</li><li>• An accredited/regulated unit from another sector may be included (sector specific unit or SSU), with the following constraints:<ul style="list-style-type: none"><li>○ The SSU must be at level 3 or above and be at least 5 credits</li><li>○ Only 5 credits will contribute to the overall qualification</li><li>○ The credit value of the SSU does not count towards the requirement for half the optional unit credits to be at the same level as the qualification</li></ul></li></ul>	

## 2.3. Table of units for Level 2/Level 3 Diploma in IT User Skills (ITQ)

The following table contains the groups of mandatory and optional units which are located on the [ITQ webpage](#).

Please note the Fundamental units do not appear in these Diplomas as Apprenticeships require Functional Skills.

OCR Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
<b>Level 2 Mandatory unit(s)</b>					
2	Improving productivity using IT	J/502/4156	4	2	30
93	Understanding the potential of IT	M/503/0498	8	2	70
94	Developing personal and team effectiveness using IT	T/503/0499	4	2	30
<b>Level 3 Mandatory units</b>					
3	Improving productivity using IT	L/502/4157	5	3	40
95	Understanding the potential of IT	D/503/0500	8	3	70
96	Develop personal and team effectiveness using IT	H/503/0501	4	3	30
<b>Optional units</b>					
4	Audio software	K/502/4389	2	1	15
5	Audio software	D/502/4390	3	2	20
6	Audio software	H/502/4391	4	3	30
7	Bespoke software	A/502/4395	2	1	15
8	Bespoke software	F/502/4396	3	2	20
9	Bespoke software	J/502/4397	4	3	30
10	Computerised accounting software	F/502/4401	2	1	15
11	Computerised accounting software	J/502/4402	3	2	20
12	Computerised accounting software	L/502/4403	5	3	35
15	Using collaborative technologies	A/502/4378	3	1	20
16	Using collaborative technologies	F/502/4379	4	2	30
17	Using collaborative technologies	T/502/4380	6	3	45
18	Database software	H/502/4553	3	1	20
19	Database software	M/502/4555	4	2	30
20	Database software	T/502/4556	6	3	45
21	Data management software	F/502/4558	2	1	15
22	Data management software	J/502/4559	3	2	20
23	Data management software	A/502/4560	4	3	30
24	Drawing and planning software	J/502/4609	2	1	15
25	Drawing and planning software	A/502/4610	3	2	20
26	Drawing and planning software	F/502/4611	4	3	30
27	Design software	M/502/4572	3	1	20

<b>OCR Unit No</b>	<b>Unit title</b>	<b>Unit Reference No (URN)</b>	<b>Credit value</b>	<b>Level</b>	<b>GLH</b>
28	Design software	T/502/4573	4	2	30
29	Design software	A/502/4574	5	3	40
30	Desktop publishing software	Y/502/4565	3	1	20
31	Desktop publishing software	D/502/4566	4	2	30
32	Desktop publishing software	H/502/4567	5	3	40
33	Using email	J/502/4299	2	1	15
34	Using email	M/502/4300	3	2	20
35	Using email	T/502/4301	3	3	20
36	Imaging software	J/502/4612	3	1	20
37	Imaging software	L/502/4613	4	2	30
38	Imaging software	R/502/4614	5	3	40
39	Using the Internet	T/502/4296	3	1	20
40	Using the Internet	A/502/4297	4	2	30
41	Using the Internet	F/502/4298	5	3	40
42	IT security for users	R/502/4256	1	1	10
43	IT security for users	Y/502/4257	2	2	15
44	IT security for users	D/502/4258	3	3	20
45	Using mobile IT devices	H/502/4374	2	1	15
46	Using mobile IT devices	K/502/4375	2	2	15
47	Multimedia software	Y/502/4615	3	1	20
48	Multimedia software	D/502/4616	4	2	30
49	Multimedia software	H/502/4617	6	3	45
50	Optimise IT system performance	D/502/4244	2	1	15
51	Optimise IT system performance	H/502/4245	4	2	30
52	Optimise IT system performance	K/502/4246	5	3	40
53	Personal information management software	Y/502/4369	2	1	15
54	Personal information management software	L/502/4370	2	2	15
55	Project management software	K/502/4618	3	1	20
56	Project management software	M/502/4619	4	2	30
57	Project management software	H/502/4620	5	3	40
58	Presentation software	K/502/4621	3	1	20
59	Presentation software	M/502/4622	4	2	30
60	Presentation software	T/502/4623	6	3	45
63	Set up an IT system	Y/502/4209	3	1	20
64	Set up an IT system	L/502/4210	4	2	30
65	Set up an IT system	R/502/4211	5	3	40
66	Specialist software	L/502/4398	2	1	15
67	Specialist software	R/502/4399	3	2	20

OCR Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
68	Specialist software	A/502/4400	4	3	30
69	Spreadsheet software	A/502/4624	3	1	20
70	Spreadsheet software	F/502/4625	4	2	30
71	Spreadsheet software	J/502/4626	6	3	45
74	Video software	K/502/4392	2	1	15
75	Video software	M/502/4393	3	2	20
76	Video software	T/502/4394	4	3	30
77	Word processing software	L/502/4627	3	1	20
78	Word processing software	R/502/4628	4	2	30
79	Word processing software	Y/502/4629	6	3	45
80	Website software	L/502/4630	3	1	20
81	Website software	R/502/4631	4	2	30
82	Website software	Y/502/4632	5	3	40
91	Internet safety for IT Users	H/502/9154	3	1	20
92	Using a computer keyboard	J/502/9311	1	1	10
<b>Sector specific units</b>					
84	Sector specific units contributing to level 2 qualification	N/A	4	Any	N/A
85	Sector specific units contributing to level 3 qualification	N/A	5	Any	N/A

## 2.4. Barred combinations

Barred combinations are units that cannot be counted together as part of the rule of combination for these qualifications.

Units with the same title at different levels cannot be combined in these qualifications, e.g. only one of Audio Software units 4, 5 and 6.

		<b>L1 ITQ units</b>	<b>L2 ITQ units</b>	<b>L3 ITQ Units</b>
One of Unit	2 or 3	N/A for apprenticeships	J/502/4156	L/502/4157
One of Unit	4 or 5 or 6	K/502/4389	D/502/4390	H/502/4391
One of Unit	7 or 8 or 9	A/502/4395	F/502/4396	J/502/4397
One of Unit	10 or 11 or 12	F/502/4401	J/502/4402	L/502/4403
One of Unit	15 or 16 or 17	A/502/4378	F/502/4379	T/502/4380
One of Unit	18 or 19 or 20	H/502/4553	M/502/4555	T/502/4556
One of Unit	21 or 22 or 23	F/502/4558	J/502/4559	A/502/4560
One of Unit	24 or 25 or 26	J/502/4609	A/502/4610	F/502/4611
One of Unit	27 or 28 or 29	M/502/4572	T/502/4573	A/502/4574
One of Unit	30 or 31 or 32	Y/502/4565	D/502/4566	H/502/4567
One of Unit	33 or 34 or 35	J/502/4299	M/502/4300	T/502/4301
One of Unit	36 or 37 or 38	J/502/4612	L/502/4613	R/502/4614
One of Unit	39 or 40 or 41	T/502/4296	A/502/4297	F/502/4298
One of Unit	42 or 43 or 44	R/502/4256	Y/502/4257	D/502/4258
One of Unit	45 or 46	H/502/4374	K/502/4375	
One of Unit	47 or 48 or 49	Y/502/4615	D/502/4616	H/502/4617
One of Unit	50 or 51 or 52	D/502/4244	H/502/4245	K/502/4246
One of Unit	53 or 54	Y/502/4369	L/502/4370	
One of Unit	55 or 56 or 57	K/502/4618	M/502/4619	H/502/4620
One of Unit	58 or 59 or 60	K/502/4621	M/502/4622	T/502/4623
One of Unit	63 or 64 or 65	Y/502/4209	L/502/4210	R/502/4211
One of Unit	66 or 67 or 68	L/502/4398	R/502/4399	A/502/4400
One of Unit	69 or 70 or 71	A/502/4624	F/502/4625	J/502/4626
One of Unit	74 or 75 or 76	K/502/4392	M/502/4393	T/502/4394
One of Unit	77 or 78 or 79	L/502/4627	R/502/4628	Y/502/4629
One of Unit	80 or 81 or 82	L/502/4630	R/502/4631	Y/502/4632
One of Unit	83 or 84 or 85	N/A	N/A	N/A
One of Unit	93 or 95	M/503/0498	D/503/0500	
One of Unit	94 or 96	T/503/0499	H/503/0501	

## 2.5. Exemptions

These specify any exemption from the requirement to achieve credit for units that candidates can claim, based on certificated achievement and deemed to be of equivalent value to the unit or units identified.

This means a candidate is exempt from the requirement to achieve credit for one or more units identified in the rule of combination.

Only candidate **achievement in the last 5 years** will be accepted as evidence towards these qualifications.

The following tables list the units in these qualifications where there are exemptions.

### Adobe exemptions for Level 2 ITQ Units

Adobe	ITQ Level 2 unit number		Credit value	ITQ URN
Flash	48	Multimedia software	4	D/502/4616
Photoshop	37	Imaging software	4	L/502/4613
Dreamweaver	81	Website software	4	R/502/4631
Premier	75	Video software	3	M/502/4393

Centres must claim the correct ITQ unit on Interchange and send a verified copy of the candidate's Adobe certificate as evidence to the OCR Examiner-moderator.

### Microsoft Office Test Specialist Test exemptions for Level 2 and Level 3 ITQ Units

Microsoft Office Specialist Test	OCR CLAiT Plus Units		Level 2 and 3 IT User Skills (ITQ) unit to be claimed			
	Unit No	Unit title	Unit No	Unit title	Credit Value	ITQ URN
Word Core	1	Integrated e-Document Production	78	Level 2 Word Processing Software	4	R/502/4628
Excel Core	2	Manipulating Spreadsheets and Graphs	70	Level 2 Spreadsheet software	4	F/502/4625
Access Core	3	Creating and Using a Database	19	Level 2 Database software	4	M/502/4555
PowerPoint Core	5	Design an e-Presentation	59	Level 2 Presentation software	4	M/502/4622
Outlook Core	8	Electronic Communication	34	Level 2 Using email	3	M/502/4300
Word Expert			79	Level 3 Word Processing Software	6	Y/502/4629
Excel Expert			71	Level 3 Spreadsheet Software	6	J/502/4626

Candidates who have achieved Microsoft Office Certificates can use these as evidence of achievement towards the credit requirements of the Diplomas. Centres must claim the ITQ unit(s) on Interchange and submit verified copies of the candidate's Microsoft Office Certificate(s) to the OCR Examiner-moderator.

Units with the same name e.g. Word Processing Software, cannot be combined in the same qualification.

# 3. Centre assessor and internal standardisation requirements

## 3.1 Assessment centre requirements

Tutors should have the relevant level of subject knowledge and skills to deliver these qualifications. We recommend but do not require tutors to hold an assessor or verifier qualifications.

Tutors must make sure that the supporting knowledge, understanding and skills requirements for each learning outcome are fully addressed, so that candidates can effectively progress towards meeting the assessment criteria and evidence requirements for each unit.

The teaching content contained within the unit, is not exhaustive and may be expanded upon or tailored to particular contexts in which the unit is being taught and the assessment criteria applied.

We recommend that teaching and development of subject content and associated skills be referenced to real life situations and case studies, using appropriate vocationally experienced delivery personnel.

## 3.2 Centre Assessor responsibilities

The centre assessor is normally the course tutor and is responsible for assessing candidates' evidence.

If you have more than one centre assessor we expect you to make sure that the quality and standard of assessment is consistent, see section 3.3.

Your centre is responsible for identifying staff that are able to act as assessors. We require assessors to have the relevant level of subject knowledge and skills to deliver these qualifications and to assess candidates' work in accordance with the unit specifications and any assessment requirements or marking guidance document. Where centre assessment fails to meet national requirements, as determined by the learning outcome and assessment criteria of the unit(s), the unit or claim may be withdrawn.

Assessors must:

- Judge candidates' work against the assessment criteria identified in the units and the Evidence Requirements identified in the Evidence checklists
- Ensure that marking guidance/notes for tutors are adhered to when making assessment decisions
- Identify valid and sufficient evidence (by annotating the evidence)
- Ensure candidates' work is authentic, see section 4.13
- Identify gaps in evidence and ensure gaps are filled before the unit is sent to the OCR moderator
- Give feedback to candidates

- Liaise with other assessors in the centre to ensure assessment decisions are to the required standard
- Confirm candidate achievement by completing and signing the required OCR documentation (e.g. the Candidate Evidence Checklists, Evidence Review Form)
- Ensure copies of candidates' work are saved before submission in case work is lost in the post. **Please note we do not return work**
- Maintain records of candidates' achievements which would be needed in the event of any submission or results enquiries.

### 3.3 Centre standardisation for multiple assessors

If your centre has a number of assessors for these qualifications we recommend best practice is to carry out internal quality assurance and standardisation to ensure all work is assessed to the required standard. If all assignments used by your centre are standardised, for the use of all assessors, you should complete the Internal Standardisation form at the end of this handbook. You will then only need to submit a worked copy for each assignment, the first time you submit it to your moderator.

If you are the only assessor in your centre for these qualifications then best practice is to ensure that your assessment decisions are standardised. An example would be to ask another assessor in your centre to review a sample of your assessment decisions.

In order to maintain a consistent approach to internal standardisation, a centre co-ordinator **could** be nominated. The centre co-ordinator would then be responsible for:

- Ensuring that all assessors are assessing to the required standard
- Arranging regular standardisation meetings
- Ensuring cross-moderation of work between assessors
- Maintaining records of the outcome of cross-moderation activities
- Advising centre assessors of any discrepancies in assessment
- Suggesting ways in which assessment may be brought into line to meet the required standard
- Confirming where internal standardisation has happened by countersigning the required OCR documentation in the appropriate place (e.g. the Candidate Evidence Checklist, Evidence Review Form).

## 4. Assessment and moderation

### 4.1. Initial assessment of candidates

It is important for centres to carry out an initial assessment that identifies the competence, knowledge and understanding candidates already have and any potential gaps that need to be addressed. This will enable centres and candidates to identify units which are most appropriate to their needs.

See section 1.2 for information on entry requirements and prior learning and section 8.7 for recognition of prior learning.

### 4.2. Suitable to the needs of the candidate

We have tried to make sure that achievement of these qualifications is free from constraints outside the requirements of the units.

For candidates who have access requirements see 'Access arrangements and reasonable adjustments' see section 8.8.

If you think that any aspect of these qualifications unfairly restricts access and progression, please contact our Customer Contact Centre by phone: 024 76 851509 or by email at [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk).

### 4.3. How these qualifications are assessed

All units are centre-assessed and externally moderated by our moderator. Assessment and moderation can take place at any time.

Achievement at unit level is Pass or Fail.

You can use any method, or combination of methods, which enables candidates to clearly demonstrate they have met all of the learning outcomes, assessment criteria and evidence requirements in the unit. A candidate's evidence may include professional discussion, see section 4.12, and tutor observation, see section 4.11, to support their work.

It is, however, important that candidates submit actual work and that professional discussion and tutor observation are **only** used to support actual work.

The evidence for meeting all the assessment criteria and evidence requirements in the units can be produced in three ways:

- Candidates can use real work as evidence. Candidates must not reference another individual's personal details in any evidence produced for summative assessment. It is the candidate's responsibility to make sure evidence that includes another individual's personal details is anonymised to comply with the Data Protection Act.
- centre devised activities/assignments that enable candidates to meet all of the assessment criteria in the units. There is no set number of tasks to be performed unless otherwise specified within the unit.

- OCR's CLAiT assignments can be used for specific ITQ units, see section 4.4.

Please note. All candidates must complete an Evidence Review Form (ERF) for their mandatory unit at Level 2.

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

We expect the quality of grammar, punctuation and spelling to be assessed within units as being fit for purpose in the workplace.

## 4.4. Using CLAiT assignments for Level 1 and Level 2 ITQ units

Where candidates use OCR-set CLAiT assignments as evidence to achieve units within ITQ they DO NOT NEED to submit evidence checklists. However, they must complete an Evidence Review Form (ERF) for the mandatory unit at Level 2 and submit this with the marked CLAiT paper that has been reviewed.

OCR's Level 1 and Level 2 CLAiT assignments can be used to produce evidence for the specific ITQ units detailed below.

CLAiT units have been fully mapped against the ITQ units; see the tables below for details of which units can be used towards the Level 2 or Level 3 ITQ qualifications.

OCR Unit No	ITQ unit title	OCR Unit No	CLAiT unit title
Level 1 units			
69	Spreadsheet software	2	Creating Spreadsheets and Graphs
18	Database software	3	Database Manipulation
30	Desktop publishing software	4	e-Publication Creation
58	Presentation software	5	Create an e-Presentation
36	Imaging software	6	e-Image Creation
80	Website software	7	Web Page Creation
33	Using email	8	Online Communication
39	Using the Internet		
Level 2 Units			
02	Improving productivity using IT		Any CLAiT Unit + Evidence Review Form Level 2
78	Word processing software	1	Integrated e-Document Production
70	Spreadsheet software	2	Manipulating Spreadsheets and Graphs
19	Database software	3	Creating and Using a Database
31	Desktop publishing software	4	e-Publication Design
59	Presentation software	5	Design an e-Presentation
37	Imaging software	6	e-Image Manipulation
81	Website software	7	Website Creation
34	Using email	8	Electronic Communication

Centres can use OCR-set CLAiT assignments as one of the assessment methods available for candidates to achieve ITQ units towards their qualification. The CLAiT assignments are free to download from the OCR Interchange. For more information about interchange see <https://www.ocr.org.uk/administration/support-and-tools/interchange/>.

Having accessed Interchange, all existing live OCR-set New CLAiT and CLAiT Plus assignments and associated data files can now be downloaded from the following location:

- 1 Scroll down to 'By qualification'
- 2 Click the link for 'CLAiT & ITQ' on the menu on the left of the screen
- 3 Click 'CLAiT assignments for ITQ' in the expanded menu.

The Tutor handbook (assessment marking handbook) for the CLAiT qualifications is now available to download from the ITQ [webpage](#) under Support Materials.

These assignments must be sat under controlled conditions and marked with the rigour specified in the marking criteria sections of the Assessment Marking Handbooks.

## Evidence

### 4.5. Candidate's evidence

Tutors must assess the evidence for these qualifications and check that the candidate has successfully met each criterion and evidence requirement before work is signed and sent for external moderation.

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

A candidate's evidence may include professional discussion and tutor observation, see section 4.11 and 4.12, to support their work.

Where permitted by the unit specification, the work of individual candidates may be informed by working with others, for example, in undertaking research, but candidates must provide an individual response as part of any task outcome.

When evidence checklists are required (i.e. for optional units not claimed using the CLAiT assignments or the Level 3 mandatory unit) and you are satisfied that the candidate has met all of the requirements for the unit, you must confirm this by signing the evidence checklist for that unit to show that the assessment process is complete. Where the evidence checklist is submitted electronically, the insertion of the tutor's name fulfils the same purpose.

Centres **must** use the following two mandatory OCR's forms:

- Evidence Review Forms
- Evidence Checklists

Centres are not permitted to adapt or develop their own forms.

## 4.6. Evidence Review Form (ERF) for the level 2 mandatory unit

We provide an ERF for use with the mandatory unit at Level 2. This is available to download from the qualification webpage (see forms).

All candidates wanting to achieve a full Diploma at Level 2 must complete the ITQ Mandatory Unit.

There is no ERF for the Level 3 Mandatory unit. Candidates must complete the Unit 3 Evidence Checklist.

Candidates will be able to base their ERF on one of the following options:

1. A real work task
2. A CLAiT assignment
3. A centre-set assignment
4. A practice task(s) or assignment that has been undertaken whilst learning their skills for the IT qualification. It must be straightforward but detailed enough to allow them to answer the questions.

**N.B.** All tasks/unit evidence or assignments used must be included with the form. If candidates have previously achieved a unit, upon which they are basing the ERF, a marked copy of the work produced must be submitted with the ERF.

This form should be completed electronically and submitted with the evidence being reviewed.

## 4.7. Evidence checklists for the optional units

We provide evidence checklists for use with the optional units. These are available to download from the qualification webpage (see forms).

Evidence checklists are not required if live OCR-set CLAiT assignments are submitted, or when the Evidence Review Form (ERF) is submitted for the Mandatory Unit at Level 2.

In the Evidence Checklists, the examples given are indicative of the learning context at each level and are not intended to form a prescriptive list for the purpose of assessment.

## 4.8. Tutor worked copies

Tutor worked copies are not required for naturally occurring evidence produced in the workplace.

In advance of the assessment, the centre assessor(s) must work through any OCR-set CLAiT assignment to generate a correct worked copy for marking purposes.

The assessor's worked copy must be submitted to the OCR ITQ Examiner-moderator with the candidates' work.

A separate worked copy must be provided for each centre assessor, who has marked work in the batch, unless an Internal Standardisation Form is included (see the final page of this handbook). The worked copies only need to be submitted once, to your allocated ITQ

Examiner-moderator, preferably in electronic format.

### **OCR does not offer the service of checking or approving worked copies.**

This worked copy serves a number of purposes:

- To ensure the hardware/software to be used will enable candidates to achieve all of the assessment objectives
- To ensure that all the terminology used in the assignments has been covered in tuition to produce a correct worked copy from which the centre assessor will mark candidates' work
- To provide the OCR Examiner-moderator with an example of the expected system output.

Failing to submit worked copies places candidates at a disadvantage in the moderation process, as the worked copy can often assist the moderator in explaining unusual assessment output.

## 4.9. Marking the work

The centre assessor must indicate all errors on the printouts. All candidate printouts, including those where there are no errors, must show evidence of the centre assessor's marking. If there are no errors on a printout, then a tick and/or a comment such as 'no errors' will suffice. If the candidate work is submitted electronically, the centre can submit a marking tracking spreadsheet or can submit scanned copies of marked work.

**Failure to identify errors or to provide evidence of marking may result in work being withdrawn.**

**Please note we do not return work to centres. You will need to resubmit the work in full once the errors have been addressed.**

## 4.10. 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 the tutor.

The quality and breadth of evidence presented should enable the tutor to confirm the candidate has the required knowledge, understanding, skills and satisfies all the assessment criteria and evidence requirements.

It is anticipated that your centre will create programmes of learning for candidates to enable the completion of these units. This may generate additional items of evidence. Your centre is free to do this but you should only include the specific evidence required for each unit submitted for moderation.

## 4.11. Witness statements/Tutor observation

A witness statement/tutor observation is used to support work or to support evidence sourced from confidential or sensitive material e.g. data protection. It **should not** be used to evidence achievement of a whole unit.

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

Witness statements can be made verbally to the centre assessor, transcribed or recorded and submitted as evidence.

It is not appropriate for a witness statement/tutor observation to contain a list of the skills to which it relates. Witnesses must direct the information in the statements to describing what the candidate did. The centre assessor will then judge whether the candidate's activities demonstrate they meet the standards.

Witness statements must 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 (such as telephone number).

This should **only** be used to support candidate evidence and must clearly reference the individual assessment criterion being addressed.

## 4.12. Professional discussion

Professional discussion can only be used to support work or to support evidence sourced from confidential or sensitive material e.g. data protection. It should not be used to evidence achievement of a whole unit.

Professional discussion is a structured, planned and in-depth discussion recorded by your centre 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 purpose of the discussion is to explore the level of the candidate's competence and ensure their actions are based on a firm understanding of principles which underpins the competence.

You should guide the discussion by using open questioning and active listening.

This should **only** be used to support candidate evidence and must clearly reference the individual assessment criterion being addressed.

## 4.13. Authentication

Tutors/Assessors must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the tutor/assessor must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the tutor/assessor should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for tutors/assessors to check authenticity of the work and provide general feedback.

## Plagiarism

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand:

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

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

If the qualification allows for candidates to work in groups or with others, for example, in undertaking research, individual responses must be provided as part of any task outcomes

**Please note:** You must confirm to us that the evidence produced by candidates is authentic. This is either by signing the Evidence Checklist (see section 4.7) or the Evidence Review Form for the mandatory units at Level 1 or Level 2 (see section 4.6) which includes a declaration for assessors to sign and is available from our [website](#) and [Interchange](#).

## Claiming units

### 4.14. Submitting claims

There are no specific deadlines for making certification claims; however, it is important only to make claims when you are confident that the requirements for the unit have been met.

Claims should not be made unless, in the final opinion of the centre, the evidence meets the requirements for certification.

There are three ways of submitting centre-assessed work so that we can sample it, in order to ensure that standards are met:

- Post
- By email to the moderator's OCR mailbox
- Using a centre e-portfolio which the OCR moderator can access for moderation.

**Please note: If candidates have previously achieved CLAiT units, or another OCR unit/qualification listed in the equivalencies or exemptions, you do not need to indicate when making a claim, as our system will automatically recognise credits already achieved, in order for the candidate to claim the full ITQ qualification. If you do tick previously achieved units, your centre will be charged for each unit. Please ensure that the candidate's details match exactly those previously submitted. If the candidate number is different, your centre must ask our Operations to merge the candidate's achievements.**

**You must ensure the currency of any previously achieved qualifications (achieved within the last 5 years).**

### 4.15. Submission Cover Sheet or alternative mandatory requirements

When sending the work through you **must** include the Submission Cover Sheet or follow the mandatory requirements listed below:

- Ensure all the correct centre assessor initials are entered on Interchange for each unit. This enables the moderator to choose the correct sample.
- Supply a print out of the claim on Interchange. This print-out enables the moderator to record the sampling and moderation decision.
- If applicable, indicate which CLAiT exam and unit is being submitted on each script
- Ensure that the evidence for each candidate unit is stapled or collated together and that it is clear for which candidate and unit the work belongs.

This facility will be withdrawn if these criteria are not met.

## 4.16. Postal submissions

When sending the work through the post you **must** include:

- A printout of the full claim from Interchange
- A submission cover sheet for each candidate which can be downloaded from our [qualification page](#) or by following the mandatory requirements in section 4.15
- All relevant evidence, assessment and recording documentation.

You should clarify any assessment queries with OCR before submitting claims for centre-assessed work by contacting [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk). Please indicate which ITQ unit or CLAiT paper your query relates to e.g. Level 1/05-06B. **The moderation process must not be used as a means of obtaining a second opinion on assessment decisions.**

Centre assessed units should not be submitted to the moderator unless your assessor is satisfied that all the necessary criteria for an award of the unit have been met by the candidate.

Do not submit evidence in folders or plastic pockets but staple or collate the evidence together in an appropriate order.

You **must** send the work to the moderator within 24 hours of submitting the claim via Interchange. (Certificates will normally be issued 21 working days after correctly submitting your candidate work to the moderator.)

You should make sure that work for each claim is packaged separately: do not submit work for more than one claim in the same package. We recommend that you use a secure form of delivery to send the candidates' portfolios to your allocated moderator.

Please note we:

- **Cannot take responsibility for any work lost in transit**
- **Are unable to return candidate work to your centre, so we strongly recommend that you take a copy before submitting evidence**
- **Will not return originals or copies of portfolios and they will be destroyed after six months.**

## 4.17. Electronic submissions (email)

When sending the work electronically you **must** include:

- A copy of the full claim from Interchange
- A submission cover sheet for each candidate which can be downloaded from our [qualification page](#) or by following the mandatory requirements in section 4.15
- All relevant evidence, assessment and recording documentation.

You should clarify any assessment queries with OCR before submitting claims for centre-assessed work by contacting [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk). Please indicate which ITQ unit or CLAiT paper your query relates to e.g. Level 1/05-06B. **The moderation process must not be used as a means of obtaining a second opinion on assessment decisions.**

Centre assessed units should not be submitted to the moderator unless your centre assessor is satisfied that all the necessary criteria for an award of the unit have been met by the candidate.

You **must** make the work electronically accessible to the moderator within 24 hours of submitting the claim via Interchange. (Certificates will normally be issued 21 working days after correctly submitting your candidate work to the moderator.)

## 4.18. Electronic submissions (email) - step-by-step guide

**To submit work electronically to the moderator you need the 4 digit OCR mailbox address e.g. [ocremxxxx@ocr.org.uk](mailto:ocremxxxx@ocr.org.uk). When you make entries for the qualification we will send a letter to your centre's named contact (usually your exams officer) with the name, postal address and OCR mailbox address of your assessor. If you are unable to locate this information please contact our customer contact centre by phone: 024 76 851509 or by email at [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk).**

Candidate evidence can be emailed direct to this address, as soon as the unit(s) are claimed on Interchange.

The subject heading should include the **centre number, scheme/entry code and claim number** as indicated on Interchange. Each email should only contain the evidence of one claim number (see point 12 below/overleaf about size limitations).

Follow these guidelines:

1. You need to include a copy of the whole claim from Interchange.
2. Create one folder for each candidate and include :
  - A submission cover sheet for each candidate which can be downloaded from our [qualification page](#) or by following the mandatory requirements in section 4.15
  - The Evidence Checklist for non-CLAiT submissions ,where required,
  - The Evidence Review Forms (ERF) for Mandatory unit 2
  - All relevant evidence, assessment and recording documentation.
3. If you are submitting more than one unit, create a sub-folder for each unit and include the Submission Cover Sheet or mandatory requirements, see section 4.15, in the main folder. The Evidence Checklist for non-CLAiT submissions and the ERF for Mandatory unit 2 should also be included in the sub-folder for each unit.
4. Remember to enclose tutor's worked copies for the first batch (if using OCR-set CLAiT assignments, OCR example assignments or centre-set assignments).
5. Ensure all files show evidence of the assessor's marking. If there are no errors on a print, tick or mark as 'no errors'.
6. Evidence can be scanned to show marking or a tracking/marketing spreadsheet can be used.
7. Evidence of printing only needs to be included if the default settings are changed e.g. when asked to print out handouts for power point slideshows, the candidate can do a screen print of the print dialogue box.

8. If evidence is scanned, scan all pages the correct way (it is difficult to view pages on screen if they are scanned upside down). Also, scan prints in the correct sequence.
9. Hyperlinks can be incorporated into the Evidence Checklists in order to make it easier for the moderator to find which part of the evidence maps to the assessment criteria. Ensure that the links are relative, not absolute.
10. We cannot accept accounts software files.
11. We accept any pdf, rar, zip, MS Office files (any version).
12. Size should be restricted to 10mb per email. If it is any larger, it should be split between emails and clearly labelled e.g. **email 1 of 2, email 2 of 2**, etc.
13. Not all software packages are available to moderators, therefore, screen shoot candidate evidence into a word document. In a graphics unit, save images as a .jpg.

**N.B. The moderator's OCR mailbox can only be used to send candidate evidence or to advise about e-portfolio login and navigation. It must not be used to ask questions, or enter into any other dialogue. Supplementary information or explanations to the moderator must not be provided in the email.**

## 4.19. Submissions using e-portfolios

**To submit work electronically to the moderator you need the 4 digit OCR mailbox address e.g. [ocremxxx@ocr.org.uk](mailto:ocremxxx@ocr.org.uk). When you make entries for the qualification we will send a letter to your centre's named contact (usually your exams officer) with the name, postal address and OCR mailbox address of your assessor. If you are unable to locate this information please contact our customer contact centre by phone: 024 76 851509 or by email at [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk).**

If your centre is using an e-portfolio to organise the candidate's work, you can email your moderator's OCR mailbox, giving them login details and instructions on how to navigate around the site. It is important to send the moderator this information **each** time you make a claim. The login details will also be required to make access available to other individuals, as advised by us, for quality assurance purposes. You **must** ensure that the work in the portfolio is accessible for a minimum of six months for quality assurance and in the event of a results enquiry. After this time the portfolios can be removed.

Follow these guidelines:

- Ensure that the Submission Cover Sheet or mandatory requirements, see section 4.15, the Evidence Checklist for non-CLAiT submissions and the Evidence Review Forms (ERF) for the *Improving Productivity using IT* Unit 2, are included in the portfolio.
- You may use your own documentation for candidate feedback; however, this cannot replace our documentation as detailed above.
- Ensure that final candidate evidence is easy to find. Moderators will not have time to read through practice tasks in order to identify the final version.
- Ensure that all candidate evidence for each unit is contained within the same folder.

Please follow points 4-11 and 13 in section 4.18 on Electronic Submissions:

- Feedback/marking of candidate work can be submitted on a separate document.

- Size should be restricted to 10mb per file as otherwise it takes too long for the moderator to download.

**N.B. The moderator's OCR mailbox can only be used to send candidate evidence or to advise about e-portfolio login and navigation. It must not be used to ask questions, or enter into any other dialogue. Supplementary information or explanations to the moderator must not be provided in the email.**

Any queries concerning the units or assessment must be directed to [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk) or contact us by phone on 024 76 851509. Please indicate which ITQ unit or CLAiT paper your query relates to e.g. Level 1/05-06B.).

## Moderating the claims

### 4.20. External moderation

Candidate work is submitted to the allocated OCR moderator who will moderate your centre assessment decisions in order to ensure that standards are being met. This is achieved through systematic sampling and the assessment decisions of each centre assessor submitting work will be sampled.

The moderation works on a process of sampling where any errors found in your assessment are subsequently checked for all candidates. This system is well established as a highly accurate method of moderation. If however, substantial errors are found in your assessment, the accuracy of the sampling procedure may become questionable, in which case we extend the sample and will potentially moderate all evidence within the batch.

A sanction will be applied where the work submitted does not meet the required standard. Any units that have not met the standards will be withdrawn.

The moderator will complete a Centre Feedback Report Form for the claim; this will be available for you to view on Interchange. If your centre assessment is satisfactory, arrangements will be made for certification. If the whole claim is withdrawn the report is not available on Interchange. The report will be sent by email directly to your named contact at the centre (usually your exams officer). **Please ensure your named contact is kept up-to-date.**

If a moderator is unable to process a unit because work is missing, or it has not been claimed on Interchange, or the documentation is incorrect, OCR Operations forward a Centre Request Letter to your centre. You should provide the information on receipt of this letter so that moderation can take place. If you do not respond promptly it may result in withdrawal of all or part of the claim. A delayed response may also result in certificates not being received within the published timescales.

If the unit is withdrawn, a new claim will need to be made when the evidence is re-submitted. **Please note we will not return originals or copies of portfolios. They will be retained for six months for quality assurance and in the event of a results enquiry. After this time the portfolios will be destroyed.**

Moderators are not permitted to enter into direct contact with your centre. In no circumstances must your centre attempt to contact your moderator in any way other than through posting or emailing candidate work to the address provided to them by OCR. Any queries concerning the units or assessment must be directed to [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk) or contact us by phone on 024 76 851509. Please indicate which ITQ unit or CLAiT paper your query relates to e.g. Level 1/05-06B.

### 4.21. Centre feedback reports

Once moderation is complete, the moderator will produce a centre feedback report for each batch of work submitted. This form is a multi-purpose document, which is used to:

- Record any adjustments to your centre's assessment or administration
- Provide feedback to your centre on possible issues with your centre's assessment or administration.

**To view the report, log in to Interchange. Hover over ‘Centre information’ and then click on ‘examiner-moderator reports’.**

The content of this report is intended to be a constructive and essential part of the standardisation process designed to ensure consistent assessment nationally. This report will detail any changes to the results awarded by your centre, giving reasons and examples where appropriate for all units. If your centre assessment is satisfactory, arrangements will be made for certification.

Where several claims have been submitted for the same scheme code, on the same day, a single report may cover all claims.

## 4.22. Reporting suspected malpractice

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

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

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

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

# 5. Support

## 5.1. Free resources

The following materials are available on our website:

- This centre handbook can be found under key documents
- Assessment documents can be found under forms:
  - Evidence review form (ERF) – this form must be completed when claiming the mandatory unit (at level 2)
  - Examples of a completed ERF
  - Evidence checklist for all optional units – these are not required if live OCR-set CLAiT assignments are submitted, or when the ERF is submitted for the Mandatory Unit at Level 2.
  - Submission cover sheet or by following the mandatory requirements in section 4.15.

The centre must use these assessment documents. See section 4 for further details.

- CLAiT support documents can be found under support materials:

## 5.2. Assessment queries

For assessment queries about any of the ITQ units or CLAiT papers contact [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk). Please indicate which ITQ unit or CLAiT paper your query relates to e.g. Level 1/05-06B. :

## 5.3. 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/>.

## 5.4. Useful documents and links

OCR's Administration area <https://www.ocr.org.uk/administration/>

OCR's [What is malpractice?](#)

JCQ Publications at <https://www.jcq.org.uk/>

*Access Arrangements and Reasonable Adjustments*

*Suspected Malpractice in Examinations and Assessments*

Ofqual at <http://ofqual.gov.uk/how-we-regulate/regulatory-documents/>

## 6. Certification

Candidates who achieve the full qualification will receive:

- A unit certificate listing the unit or units achieved, with their related credit value and the unit reference number(s), and
- A certificate giving the full qualification title and the qualification number.

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

### 6.1. Claiming certificates

Certificates will be issued directly to your centre for successful candidates. In order to ensure that these are automatically issued, you must ensure that the OCR candidate number is **always** used where a candidate has already achieved one or more units. For more details refer to the Administration area, [certificates](#).

To apply for Apprenticeship Certificates in England or Wales please contact one of the following:

[ACE - Apprenticeship Certificates England](#)

[ACW - Apprenticeship Certification Wales](#).

### 6.2. Replacement certificates

For details on replacement certificates refer to the Administration area, [certificates](#).

### 6.3. Enquiries about results (EAR)

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

To find out more about this, refer to the JCQ Post-Results Services booklet and the Administration area, [post results services](#).

# 7. Apprenticeship information

## 7.1. How do I get a certificate for the apprenticeship?

To apply for Apprenticeship Certificates please contact one of the following:

[ACE - Apprenticeship Certificates England](#)

[ACW - Apprenticeship Certification Wales.](#)

## 7.2. About the apprenticeships

This apprenticeship programme is designed for people who work with IT systems and software in a non-technical capacity.

The apprenticeship is made up of qualifications and learning that will provide IT User apprentices with the skills and knowledge required to become competent in their chosen job role. The framework includes a balance of content in technical, business and interpersonal areas, designed to ensure apprentices have an appropriate set of IT skills to operate in their specific chosen job role.

The framework is suitable for those in a range of roles and industries for example Personal Assistant, Accounts Assistant in Finance, Website Technician in Media, Teaching Assistant, Sale and Marketing or in IT as Website Designer, User Support, Helpdesk, Trainer.

Candidates who achieve the IT User Apprenticeship / Advanced Apprenticeship will have IT skills they need, tailored to the sector of their choice. They will be familiar with IT 'best practice' as well as an organisation's business procedures and objectives. They will be prepared for progression opportunities in employment or to Further/Higher Education.

## 7.3. What makes up an apprenticeship?

The Level 2 apprenticeship is approximately 315 Guided Learning Hours.

The Level 3 advanced apprenticeship is approximately 325 Guided Learning Hours.

For apprentices without the required level of functional skills there would be an additional 45 GLH per functional skill.

Each apprenticeship is made up:

- Competence and knowledge qualifications i.e. ITQ 2009 Diplomas
- Employee Rights and responsibilities - Assessed using the Employment Rights and Responsibilities workbook, which can be downloaded from [Instructus Skills](#) website.
- [Functional Skills](#). For apprentices who have achieved a GCSE grade A\*-C in Maths, English and ICT will be exempt from completing the corresponding Functional Skills, if these were gained within 5 years of beginning the Apprenticeship programme.  
**Please refer to the Welsh framework for rules regarding functional, Key Skills and Essential Skills. .**

## 8. Other information

### 8.1. Functional skills

Training provided for these qualifications may help to prepare candidates for functional skills assessment.

### 8.2. Avoidance of bias

We have taken great care in the preparation of these qualifications to avoid bias of any kind. Special focus is given to eight strands of the Equality Act with the aim of ensuring both direct and indirect discrimination is avoided.

### 8.3. Regulatory requirements

We will assess these qualifications in accordance with the qualifications regulator's General Conditions of Recognition.

### 8.4. Mode of delivery

You are free to deliver these qualifications using any mode of delivery that meets the needs of your candidates. Whatever mode of delivery is used, you must ensure that candidates have appropriate access to the resources identified in this handbook and units.

You should consider the candidates' complete learning experience when designing learning programmes.

### 8.5. Centre resources and requirements

Centres should ensure that appropriate physical resources are made available to candidates. Centres must provide suitable IT equipment with the appropriate software for candidates and ensure they comply with current health and safety legislation. We do not recommend specific software for any units.

Candidates should be encouraged to read around the subject and have an appropriate knowledge of the application of the appropriate legislation (e.g. Health and Safety).

In addition, each unit will contain guidance on the resources required.

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

This is a personal ten-digit number, which is used to ensure learner achievement information can be provided to their Personal Learning Record (PLR). ULNs are provided and administered by the Learning Records Service (LRS).

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

Candidates that claim certification for publically funded qualifications must have a valid ULN.

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 do not have a ULN, a claim will still be accepted if you leave this field blank, but OCR will not be able to send these achievements to the PLR.

For more information, and to generate a ULN, please refer to the [Learning Records Service](#).

## 8.7. Recognition of Prior Learning (RPL)

Recognition of prior learning (RPL) is the process for recognising learning that never received formal recognition through a qualification or certification. This includes knowledge and skills gained in school, college or university and outside formal learning situations. Evidence can draw on any aspect of a candidate's prior experience including:

- Domestic/family life
- Education
- Training
- Work activities
- Voluntary activities.

We encourage the use of RPL and your centre should advise learners that they can bring forward any relevant learning (gained either informally or formally) so that it can be assessed against the assessment criteria specified in the unit, or units, the learner aims to complete. It is important that your centre make it clear to learners that the RPL process is concerned with how the learner has acquired the knowledge, understanding or skills, it does not mean the learner is exempt from the assessment e.g. mandatory exams, practical/theory tests or assignments.

The currency of knowledge and ability is often important when recognising skills and competences. Where assessment is devolved to centres through assignments or portfolio-building, centre staff must judge the relevance of prior learning in all its aspects (including currency) to the qualification being assessed, before we will quality assure and authorise certification.

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

## 8.8. Access arrangements and reasonable adjustments

There can be adjustments to standard assessment arrangements 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 shared between the centre and OCR. Please read the JCQ booklet *Access Arrangements and Reasonable Adjustments* at [www.jcq.org.uk](http://www.jcq.org.uk).

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

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

## 8.9. Wider issues

These qualifications provide opportunities for you to develop candidates' understanding of spiritual, moral, ethical, social, and cultural issues as well as an awareness of sustainable development, health and safety considerations and European developments consistent with international agreements.

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

Tutors delivering a programme of learning leading towards these qualifications will have opportunities to develop candidates' understanding, for example through:

- Unit 2: Improving Productivity Using ICT candidates will identify any legal or local guidelines or constraints that may affect a task or activity – for example the rights of an individual to be informed of and to access data held about them by an organisation (Data Protection Act).
- Unit 37: Imaging Software candidates will describe any copyright or other constraints applying to the use of images.
- Unit 17: Using Collaborative Technology candidates will explain what and why guidelines need to be established for working with collaborative technology which would include confidentiality of information; the need to ensure data security.
- Unit 14: IT Communication Fundamentals candidates will describe how to respond to common IT-based communication problems which could include computer misuse (viruses, spyware, key loggers).

## Sustainable development, health and safety considerations and European developments, consistent with international agreements

Tutors delivering a programme of learning leading towards these qualifications will have opportunities to develop candidates' understanding, for example through:

- Unit 73: IT User Fundamentals candidates will address health and safety considerations when they work safely and take steps to minimise physical stress.
- Unit 2: Improving Productivity candidates will describe ways to make further improvements to work which could include more efficient and effective ways of doing things such as using energy saving software.
- All practical units should be undertaken observing the relevant health and safety regulations.

## 9. Qualifications at glance

<b>Title</b>	OCR Level 2 Diploma in IT User Skills for use with the Level 2 Apprenticeship			
<b>OCR entry code</b>	13996	<b>Qualification Number (QN)</b>		600/1955/4
<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 studying in preparation for employment in the ICT sector or in other industries using ICT</li> <li>• Candidates wishing to gain a Level 2 qualification to support further study in Further Education (FE) and Higher Education (HE) in the ICT sector or any other sector or subject area</li> </ul>			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification.			
<b>Credit requirement</b>	a minimum credit of 38			
<b>Structure and options</b>	3 units from Level 2 mandatory Group		16 credits	
	Candidates must select at least 22 credits from optional units of which: <ul style="list-style-type: none"> <li>• 5 credits must be at Level 2 or above (excluding sector specific units)</li> </ul> For full details see section on <a href="#">Qualification structures</a>		22 credits	
<b>Assessment model</b>	This qualification is pass/fail and is internally assessed by your assessors and quality assurance personnel (e.g. teachers, tutors) and externally moderated by OCR.  All ITQ units may be assessed using any method, or combination of methods, including using CLAiT assignments, which clearly demonstrates that the learning outcomes, assessment criteria and evidence requirements have been met. See section 4 for further details.			

<b>Title</b>	OCR Level 3 Diploma in IT User Skills for use with the Level 3 Apprenticeship			
<b>OCR entry code</b>	13999	<b>Qualification Number (QN)</b>		600/1958/X
<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 studying in preparation for employment in the ICT sector or in other industries using ICT</li> <li>Candidates wishing to gain a Level 3 qualification to support further study in Further Education (FE) and Higher Education (HE) in the ICT sector or any other sector or subject area</li> </ul>			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification.			
<b>Credit requirement</b>	a minimum credit of 39			
<b>Structure and options</b>	3 units from Level 3 mandatory Group		17 credits	
	Candidates must select at least 22 credits from optional units of which: <ul style="list-style-type: none"> <li>5 credits must be at Level 3 or above (excluding sector specific units)</li> </ul> For full details see section on <a href="#">Qualification structures</a>		22 credits	
<b>Assessment model</b>	This qualification is pass/fail and is internally assessed by your assessors and quality assurance personnel (e.g. teachers, tutors) and externally moderated by OCR.  All ITQ units may be assessed using any method, or combination of methods, including using CLAiT assignments, which clearly demonstrates that the learning outcomes, assessment criteria and evidence requirements have been met. See section 4 for further details.			

# 10. Contacting us

## 10.1. Feedback and enquiries

We aim to provide consistently great customer service and your feedback is invaluable in helping us to achieve our goal. For questions about our qualifications, products and services, please contact the [Customer Contact Centre](#). To leave your feedback on the OCR website, people and processes please use our [feedback form](#).

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

Telephone: 024 76 851509  
Email: [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

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

## 10.2. ITQ Assessment Queries

For assessment queries about any of the ITQ units or CLAiT papers contact [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk). Please indicate which ITQ unit or CLAiT paper your query relates to e.g. Level 1/05-06B. :

## 10.3. Feedback and complaints

We are committed to providing a high quality service but understand that sometimes things can go wrong. We welcome your comments and want to resolve your complaint as efficiently as possible. To make a complaint please follow the process set out on our [website](#).



# 11. Key updates to this handbook

Section	Title of section and change	Version and date issued
2, 6 and 7	<p>2.5 Exemptions – removed out of date qualifications</p> <p>6.1 Claiming Certificates</p> <p>7.1 How do I get a certificate for the apprenticeship</p> <p>Updated information about claiming apprenticeship certificates and change to Instructus Skills.</p>	V05 October 2018
All sections	<p>Amended reference to the Admin Guide to the new Administration area on the <a href="#">OCR website</a> and removed the section on administration arrangements.</p> <p>References to the Qualifications and Credit Framework (QCF) have been changed to Regulated Qualifications Framework.</p> <p>Updated contact information in the event of any queries concerning the units or assessment.</p>	V04 June 2017
New sections	The following information has been updated:	
1	<p>1.3 Funding</p> <p>1.4 Delivery in Wales and Northern Ireland</p> <p>1.6 Performance information</p>	
2	The following information has been updated: References to equivalencies removed from this section as they would exceed the requirement for achievement in the last 5 years.	
4	<p>4.3 and 4.5 Information added about data protection</p> <p>4.22 Updated Reporting suspected malpractice</p>	
7	Updated information about the Tech Partnership (formerly E-Skills UK) who certificate the apprenticeships.	
8	The following information has been updated: 8.6 Unique Learner Numbers and the Personal Learning Record 8.7 Recognition of prior learning 8.8 Access arrangement and special consideration	
10	Contacting us - information updated	
12	Further support and information updated	V1.2 October 2015
2	Information updated about: Funding Unique learner number	V1.1 December 2012



# Internal Standardisation Form

## OCR ITQ DIPLOMA IN IT USER SKILLS (ITQ) for use with Apprenticeships

You should complete this form if all assignments used by your centre are standardised, for the use of all assessors. You only need to send a worked copy for each assignment when you first submit it to your moderator. This will ensure the moderator is moderating to the same worked copy from which your centre assessors have marked. **If possible, please submit the worked copy in electronic format.**

This form allows centres with more than one centre assessor to submit a single worked copy to the ITQ moderator, to represent the marking for all centre assessors. This single worked copy **must** be in use by all centre assessors as the marking copy, and the signee must take responsibility for standardisation of assessment within their centre.

In the event that work is received from a centre where it is clear that the standard differs considerably between assessors, OCR reserves the right to withdraw the unit(s) which do not meet the standards required, and to ask for individual worked copies from named assessors.

<b>Scheme Code:</b>						
<b>Centre Number:</b>						
<b>Claim Number:</b>						

I confirm that this centre has performed internal standardisation on an ongoing basis to ensure consistency of assessment amongst all of the listed centre assessors, and that each assessor has used the attached worked copy as the basis of their marking.

**Name** (Please print): \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Local Assessors (please list):**

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