

Personal Life Skills

Entry Level 3 Award and Certificate

Level 1 Award and Certificate

Level 2 Award and Certificate

Version control log

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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) at Entry Level 3, Level 1 and Level 2:

OCR Entry Level Award in Personal Life Skills	Scheme code 10273
OCR Entry Level Certificate in Personal Life Skills	Scheme code 10274
OCR Level 1 Award in Personal Life Skills	Scheme code 10275
OCR Level 1 Certificate in Personal Life Skills	Scheme code 10276
OCR Level 2 Award in Personal Life Skills	Scheme code 10277
OCR Level 2 Certificate in Personal Life Skills	Scheme code 10278

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 Personal Life Skills suite of qualifications

The OCR Personal Life Skills 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 skills needed to manage life and future opportunities. They support achievement of Functional Skills/Essential Skills.

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 are regulated in the Qualifications and Credit Framework and appear on the Register of Regulated Qualifications. They have been written with support from the PSHE Association.

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 (including Frequently Asked Questions) is also available on the OCR webpages at www.ocr.org.uk.

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 Entry Level 3 Award in Personal Life Skills			
OCR code	10273			
Qualification Number	600/2370/3			
Level	This is a regulated qualification in the Qualifications and Credit Framework (QCF) at Entry Level			
Qualification structure	<p>The credit required for this qualification is 9.</p> <p>To achieve this qualification, candidates must complete a total of 3 units (9 credits) from a minimum of 3 optional groups. A minimum of 2 units must come from Entry Level.</p>			
Age group approved	Pre-16	16-18	18+	19+
	✓	✓	✓	✓
This qualification is suitable for	<ul style="list-style-type: none"> • Young people aged 14-19 in full time education • Students following vocational training programmes • Mature individuals following learning programmes 			
Entry requirements	There are no formal entry requirements for this qualification.			
Assessment	<p>These qualifications are pass/fail.</p> <p>These qualifications are internally assessed by centre staff (eg teachers/tutors, support workers, carers, assessors) and externally moderated by OCR.</p>			
Funding	<p>For details on eligibility for public funding please refer to the following websites:</p> <p>http://www.dcsf.gov.uk/section96/</p> <p>http://skillsfundingagency.bis.gov.uk/</p>			
Performance figures	<p>For information on this qualification's contribution to performance measurement please see the Ofqual's Register of Regulated Qualifications http://register.ofqual.gov.uk/</p>			
Last entry date	<p>This is the operational end date for the qualification.</p> <p>We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our last entry/certification notification.</p>			

Title	OCR Entry Level 3 Certificate in Personal Life Skills			
OCR code	10274			
Qualification Number	600/2371/5			
Level	This is a regulated qualification in the Qualifications and Credit Framework (QCF) at Entry Level			
Qualification structure	The credit required for this qualification is 15. To achieve this qualification, candidates must complete a total of 5 units (15 credits) from each of the 5 optional groups. A minimum of 3 units must come from Entry Level.			
Age group approved	Pre-16	16-18	18+	19+
	✓	✓	✓	✓
This qualification is suitable for	<ul style="list-style-type: none"> • Young people aged 14-19 in full time education • Students following vocational training programmes • Mature individuals following learning programmes 			
Entry requirements	There are no formal entry requirements for this qualification.			
Assessment	<p>These qualifications are pass/fail.</p> <p>These qualifications are internally assessed by centre staff (eg teachers/tutors, support workers, carers, assessors) and externally moderated by OCR.</p>			
Funding	<p>For details on eligibility for public funding please refer to the following websites:</p> <p>http://www.dcsf.gov.uk/section96/</p> <p>http://skillsfundingagency.bis.gov.uk/</p>			
Performance figures	<p>For information on this qualification's contribution to performance measurement please see the Ofqual's Register of Regulated Qualifications</p> <p>http://register.ofqual.gov.uk/</p>			
Last entry date	<p>This is the operational end date for the qualification.</p> <p>We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our last entry/certification notification.</p>			

Title	OCR Level 1 Award in Personal Life Skills			
OCR code	10275			
Qualification Number	600/2372/7			
Level	This is a regulated qualification in the Qualifications and Credit Framework (QCF) at Entry Level			
Qualification structure	The credit required for this qualification is 9. To achieve this qualification, candidates must complete a total of 3 units (9 credits) from a minimum of 3 optional groups. A minimum of 2 units must come from Level 1.			
Age group approved	Pre-16	16-18	18+	19+
	✓	✓	✓	✓
This qualification is suitable for	<ul style="list-style-type: none"> • Young people aged 14-19 in full time education • Students following vocational training programmes • Mature individuals following learning programmes 			
Entry requirements	There are no formal entry requirements for this qualification.			
Assessment	<p>These qualifications are pass/fail.</p> <p>These qualifications are internally assessed by centre staff (eg teachers/tutors, support workers, carers, assessors) and externally moderated by OCR.</p>			
Funding	<p>For details on eligibility for public funding please refer to the following websites:</p> <p>http://www.dcsf.gov.uk/section96/</p> <p>http://skillsfundingagency.bis.gov.uk/</p>			
Performance figures	<p>For information on this qualification's contribution to performance measurement please see the Ofqual's Register of Regulated Qualifications http://register.ofqual.gov.uk/</p>			
Last entry date	<p>This is the operational end date for the qualification.</p> <p>We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our last entry/certification notification.</p>			

Title	OCR Level 1 Certificate in Personal Life Skills			
OCR code	10276			
Qualification Number	600/2373/9			
Level	This is a regulated qualification in the Qualifications and Credit Framework (QCF) at Entry Level			
Qualification structure	The credit required for this qualification is 15. To achieve this qualification, candidates must complete a total of 5 units (15 credits) from each of the 5 optional groups. A minimum of 3 units must come from Level 1.			
Age group approved	Pre-16	16-18	18+	19+
	✓	✓	✓	✓
This qualification is suitable for	<ul style="list-style-type: none"> • Young people aged 14-19 in full time education • Students following vocational training programmes • Mature individuals following learning programmes 			
Entry requirements	There are no formal entry requirements for this qualification.			
Assessment	<p>These qualifications are pass/fail.</p> <p>These qualifications are internally assessed by centre staff (eg teachers/tutors, support workers, carers, assessors) and externally moderated by OCR.</p>			
Funding	<p>For details on eligibility for public funding please refer to the following websites:</p> <p>http://www.dcsf.gov.uk/section96/</p> <p>http://skillsfundingagency.bis.gov.uk/</p>			
Performance figures	<p>For information on this qualification's contribution to performance measurement please see the Ofqual's Register of Regulated Qualifications http://register.ofqual.gov.uk/</p>			
Last entry date	<p>This is the operational end date for the qualification.</p> <p>We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our last entry/certification notification.</p>			

Title	OCR Level 2 Award in Personal Life Skills			
OCR code	10277			
Qualification Number	600/2374/0			
Level	This is a regulated qualification in the Qualifications and Credit Framework (QCF) at Entry Level			
Qualification structure	The credit required for this qualification is 9. To achieve this qualification, candidates must complete a total of 3 units (9 credits) from a minimum of 3 optional groups. A minimum of 2 units must come from Entry Level.			
Age group approved	Pre-16	16-18	18+	19+
	✓	✓	✓	✓
This qualification is suitable for	<ul style="list-style-type: none"> • Young people aged 14-19 in full time education • Students following vocational training programmes • Mature individuals following learning programmes 			
Entry requirements	There are no formal entry requirements for this qualification.			
Assessment	<p>These qualifications are pass/fail.</p> <p>These qualifications are internally assessed by centre staff (eg teachers/tutors, support workers, carers, assessors) and externally moderated by OCR.</p>			
Funding	<p>For details on eligibility for public funding please refer to the following websites:</p> <p>http://www.dcsf.gov.uk/section96/</p> <p>http://skillsfundingagency.bis.gov.uk/</p>			
Performance figures	<p>For information on this qualification's contribution to performance measurement please see the Ofqual's Register of Regulated Qualifications http://register.ofqual.gov.uk/</p>			
Last entry date	<p>This is the operational end date for the qualification.</p> <p>We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our last entry/certification notification.</p>			

Title	OCR Level 2 Certificate in Personal Life Skills			
OCR code	10278			
Qualification Number	600/2375/2			
Level	This is a regulated qualification in the Qualifications and Credit Framework (QCF) at Entry Level			
Qualification structure	The credit required for this qualification is 15. To achieve this qualification, candidates must complete a total of 5 units (15 credits) from each of the 5 optional groups. A minimum of 3 units must come from Level 2.			
Age group approved	Pre-16	16-18	18+	19+
	✓	✓	✓	✓
This qualification is suitable for	<ul style="list-style-type: none"> • Young people aged 14-19 in full time education • Students following vocational training programmes • Mature individuals following learning programmes 			
Entry requirements	There are no formal entry requirements for this qualification.			
Assessment	<p>These qualifications are pass/fail.</p> <p>These qualifications are internally assessed by centre staff (eg teachers/tutors, support workers, carers, assessors) and externally moderated by OCR.</p>			
Funding	<p>For details on eligibility for public funding please refer to the following websites:</p> <p>http://www.dcsf.gov.uk/section96/</p> <p>http://skillsfundingagency.bis.gov.uk/</p>			
Performance figures	<p>For information on this qualification's contribution to performance measurement please see the Ofqual's Register of Regulated Qualifications</p> <p>http://register.ofqual.gov.uk/</p>			
Last entry date	<p>This is the operational end date for the qualification.</p> <p>We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our last entry/certification notification.</p>			

2.2 Target market

These qualifications are suitable for those who wish develop the knowledge, understanding and skills needed to manage life and future opportunities. The qualifications are suitable for young people aged 14-19 in full time education, students following vocational training programmes.

2.3 Qualification aims

The OCR Award and Certificate in Personal Life Skills qualifications have been developed, with support from the PSHE Association, to help students develop the knowledge, understanding and skills needed to manage life and future opportunities. The skills that learners develop throughout each course) will help them in everyday life.

The qualifications aim to:

1. provide candidates with the necessary skills to research skills and personal attributes needed for the workplace
2. encourage candidates to consider the importance of relationships whilst looking at diversity, discrimination and prejudice within society
3. encourage candidates to look at ways to maintain good physical, mental and emotional health and wellbeing
4. prepare candidates to identify potential risks and the consequences involved in making decisions
5. provide candidates with the necessary skills to plan personal budgets and understand financial documents and transactions
6. encourage candidates to identify further training and development they may need to succeed in their chosen area of employment.

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 qualification(s).

There are no formal requirements for entry to these qualifications.

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 an OCR Award/Certificate in Personal Life

Skills. 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 but 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.

2.5 Progression opportunities

These qualifications have been designed to encourage progression through the levels, from Entry Level, to Level 1 to Level 2. In addition, the assessment is structured to assist in a learner's progression up through the levels.

An award or certificate in Personal Life Skills may pave the way to progression into further study.

2.6 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.

2.7 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.

Examples include:

Identifying risk and making personal decisions: candidates will need to know that laws can affect personal choices and the moral, legal and social risks of breaking the law.

Learning to be financially capable: candidates will be expected to understand issues surrounding debt, and the impact of debt. They will have the opportunity to consider the moral, legal and social consequences of getting into debt.

Maintaining and improving personal health and wellbeing: candidates will explore the consequences of health-related choices and behaviour whilst looking at the surrounding spiritual, moral, ethical, social and cultural issues.

Understanding personal relationships and respecting diversity: candidates will need to understand diversity and discrimination within society. They will consider the features of a diverse society, describe reasons for prejudice and discrimination and look at how to challenge these reasons assertively and safely.

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.

Examples include:

Identifying risk and making personal decisions: candidates are expected to identify different situations that involve risk – such as crossing the road away from an ‘official’ crossing and therefore risking being run over. They will also consider the outcome of taking risks such as damage to health or threat to personal safety.

Maintaining personal health and wellbeing: candidates have the opportunity to explore personal choices regarding health and wellbeing, such as smoking, sexual activity and drinking alcohol. They will look at how these choices affect health and wellbeing in the future (both short and long term).

Understanding personal relationships and respecting diversity: candidates are expected to explore where to find advice and support when a relationship is impacting negatively on personal wellbeing.

2.8 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 this qualification is given in section 6.

2.9 Funding

These qualifications are published at Entry Level 3, Level 1 and Level 2 in the Qualifications and Credit Framework and are eligible for funding under Section 96 and Skills Funding Agency. For funding information you should refer to the following websites:

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

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

2.10 Mode of delivery

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

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

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

2.11 Resources

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

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

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

Centres will need to provide appropriate assessment facilities for candidates that comply with the regulations laid down by OCR in the *Admin guide: Vocational Qualifications (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.

2.12 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.

2.13 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 '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 (A850)* on the OCR website www.ocr.org.uk.

2.14 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.

2.15 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*.

* 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 the cover of the evidence booklet (or by completing the evidence checklist) for that unit to show that the assessment process is complete.

If a candidate fails the assessment for a unit, they may be entered again. There is no restriction, other than the life of the qualification, on the number of times a candidate may enter for a unit/examination. Unit fees are available for this purpose. The OCR Fees List provides details of all fees applicable to these units/qualifications.

Centre assessed unit(s) and OCR moderated

All units are centre-assessed and externally moderated by OCR. Centres may use the evidence booklets supplied by OCR, but these are not mandatory. Any centres choosing not to use the OCR booklets will need to devise activities and evidence that enable candidates to meet all of the assessment objectives in these units. To help centres with this, OCR has produced specific assessment requirements which can be found within each unit. These can be found in the marking criteria documents.

Key features of the assessment for these qualifications are:

- Assessment of all units is by evidence, internally assessed in the centre and externally moderated by OCR Examiner-moderators
- Achievement at unit level is Pass or Fail based on whether the evidence submitted is sufficient to meet all the assessment criteria.

Assessment of these qualifications will be conducted in accordance with the appropriate codes of practice approved and published by the regulatory authorities.

When candidates complete an assignment/activity, the centre assessor (usually the teacher/tutor) assesses their work. Centres will need to identify staff who will act as assessors. Assessors will need to have experience in making judgments about candidates' progress.

Assessors must:

- judge candidate work against the standard identified to meet the assessment criterion
- identify valid and sufficient evidence
- identify gaps in evidence
- give feedback to candidates
- liaise with other assessors in the centre to ensure standards are consistent
- verify candidate achievement by completing and signing OCR documentation (eg Witness Statement Forms, Candidate Evidence Sheets, Evidence Checklists)
- maintain records of candidates' achievements.

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.

Internal standardisation

Internal standardisation is an important part of the local assessment process. Centres are required to demonstrate that a system is in place which ensures that all assessment is being carried out in a similar way and to an equivalent standard across all teachers/tutors acting as assessors. OCR will require evidence of this process. Centres are required to keep evidence of standardisation and records of any decisions/issues for a minimum of one year.

In order to maintain a consistent approach to internal standardisation, a centre co-ordinator should be nominated. The centre co-ordinator will be responsible for:

- maintaining a list of current assessors
- ensuring that all current assessors are working to the same standard
- arranging regular meetings
- ensuring cross-moderation of work between assessors
- maintaining records of the outcome of cross-moderation activities
- regularly sampling the assessment of all assessors and documenting the outcome
- advising assessors of any discrepancies in assessment and suggesting ways in which assessment may be brought into line with the work of other assessors
- completing the relevant centre standardisation document
- assessment must take place before submitting the candidate work to the OCR Examiner-moderator. This should be made evident by the centre assessor using annotations (ie ticks and comments).

External moderation

External moderation ensures centres' internal assessments meet the national requirements of these qualification(s).

OCR Examiner-moderators are allocated by OCR to moderate centre assessment decisions.

OCR requires centres to submit only the appropriate documentation for specific units for moderation. OCR does not require centres to submit for moderation additional evidence produced by the candidate in the course of an activity. OCR, however, anticipates that centres will wish to create programmes of learning for candidates towards the completion of these units that will generate additional items of evidence. Centres are free to do this, but OCR does not require these items for certification of unit achievement.

OCR requires that all Evidence Booklets/Evidence Checklists submitted in support of achievement are signed by the teachers/tutor prior to submission for moderation.

Teachers/tutors must check that each criterion has been successfully met by the candidate before work is signed and sent for external moderation.

Centres complete a Submission Cover Sheet for each candidate to send to their OCR Examiner-moderator along with the items required as evidence for the unit concerned.

External moderation of a centre's assessment decisions is achieved through systematic sampling. The assessment decisions of each assessor submitting work will be sampled. The outcomes of moderation will apply to all work submitted in each batch for moderation.

The Examiner-moderator will complete a Centre Feedback Report Form (eNQF6) for the batch. If the centre assessment is satisfactory, arrangements will be made for certification.

If an Examiner-moderator disagrees with an assessor's assessment decision; the claims from that assessor will be rejected. The Examiner-moderator will record the information on the Centre Feedback Report Form (eNQF6).

Examiner-moderators are not empowered to enter into direct contact with centres. In no circumstances must centres attempt to contact their Examiner-moderator in any way other than through posting candidate work to the address provided to them by OCR. Any queries concerning the units or assessment must be directed to OCR, Coventry.

4 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 Award in Personal Life Skills

or

OCR Certificate in Personal Life Skills

Candidates achieving 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.

4.1 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.

4.2 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.

5 Qualification structure and units

5.1 Qualification structure

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

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

5.2 Rules of combination for Personal Life Skills

The following table contains the groups of optional units.

Only one unit may be chosen from each optional group.

OCR Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
Optional Group 1					
1	Identifying risk and making personal decisions	T/503/3189	3	Entry 3	30
2	Understanding risk and making personal decisions	L/503/3229	3	1	25 -30
3	Managing risks in personal decision-making	T/503/3239	3	2	20 -30
Optional Group 2					
4	Introducing personal health and wellbeing	T/503/3211	3	Entry 3	30
5	Understanding how to maintain personal health and wellbeing	F/503/3213	3	1	25 -30
6	Maintaining and improving personal health and wellbeing	H/503/3236	3	2	20 -30
Optional Group 3					
7	Learning to be financially capable	Y/502/1293	3	Entry 3	30
8	Learning to be financially capable	J/502/2861	3	1	25 -30
9	Learning to be financially capable	A/502/2856	3	2	20 -30
Optional Group 4					
10	Forming relationships and understanding others	M/503/3188	3	Entry 3	30
11	Forming personal relationships and understanding diversity	J/503/3441	3	1	25 -30
12	Understanding personal relationships and respecting diversity	K/503/3240	3	2	20 -30
Optional Group 5					
13	Assessing myself for work	R/502/1292	3	Entry 3	30
14	Assessing myself for work	L/502/2859	3	1	25 -30
15	Assessing myself for work	M/502/2854	3	2	20 -30

The rules of combination for the qualification specify the:

- minimum credit/total credit value to be achieved
- mandatory units
- minimum credit to be achieved at the level
- barred combinations

When combining units for the following OCR Personal Life Skills qualifications, it is the centre's responsibility to ensure the rules of combination are followed.

5.2.1. Rules of combination for OCR Entry Level 3 Award in Personal Life Skills

OCR Entry Level 3 Award in Personal Life Skills

(Qualification Number 600/2370/3) (Scheme code 10273)

To achieve an Entry Level 3 Award in Personal Life Skills, candidates must achieve a total of 9 credits (3 units) made up as follows:

- 2 units (6 credits) at Entry Level 3
- 1 remaining unit (3 credits) from any level. This unit must not be selected from the same **optional groups** as the **Entry Level 3** units. Only one unit from each optional group is permitted.

5.2.2. Rules of combination for OCR Level 1 Award in Personal Life Skills

OCR Level 1 Award in Personal Life Skills

(Qualification Number 600/2372/7) (Scheme code 10275)

To achieve a Level 1 Award in Personal Life Skills, candidates must achieve a total of 9 credits (3 units) made up as follows:

- 2 units at (6 credits) Level 1
- 1 remaining unit (3 credits) from any level. This unit must not be selected from the same **optional groups** as the **Level 1** units. Only one unit from each optional group is permitted.

5.2.3. Rules of combination for OCR Level 2 Award in Personal Life Skills

OCR Level 2 Award in Personal Life Skills

(Qualification Number 600/2374/0) (Scheme code 10277)

To achieve a Level 2 Award in Personal Life Skills, candidates must achieve a total of 9 credits (3 units) made up as follows:

- 2 units (6 credits) at Level 2
- 1 remaining unit (3 credits) from any level. This unit must not be selected from the same **optional groups** as the **Level 2** units. Only one unit from each optional group is permitted.

5.2.4. Rules of combination for OCR Entry Level 3 Certificate in Personal Life Skills

OCR Entry Level 3 Certificate in Personal Life Skills

(Qualification Number 600/2371/5) (Scheme code 10274)

To achieve an Entry Level 3 Certificate in Personal Life Skills, candidates must achieve a total of 15 credits (5 units) made up as follows:

- One unit from each group, with a minimum of 3 units at **Entry Level 3**.

5.2.5. Rules of combination for OCR Level 1 Certificate in Personal Life Skills

OCR Level 1 Certificate in Personal Life Skills

(Qualification Number 600/2373/9) (Scheme code 10276)

To achieve a Level 1 Certificate in Personal Life Skills, candidates must achieve a total of 15 credits (5 units) made up as follows:

- One unit from each group, with a minimum of 3 units at **Level 1**.

5.2.6. Rules of combination for OCR Level 2 Certificate in Personal Life Skills

OCR Level 2 Certificate in Personal Life Skills

(Qualification Number 600/2375/2) (Scheme code 10278)

To achieve a Level 2 Certificate in Personal Life Skills, candidates must achieve a total of 15 credits (5 units) made up as follows:

- One unit from each group, with a minimum of 3 units at **Level 2**.

5.3 Unit format

The format of OCR's units is detailed below.

Unit title

This is a summary of the content of the unit.

OCR Unit number

This is the unit number allocated by OCR.

Unit reference number

This is reference number allocated to the unit in the Register of Regulated Qualifications.

Level

This is the QCF level of the unit.

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 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.

Knowledge, understanding and skills

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.

Functional skills signposting

This section provides signposting to functional skills.

Resources

This section contains details of any specific resources that must be available to the candidate or suggested resource material that will support learning.

Equivalencies

This section contains details any opportunities to count credits from unit(s) achieved from other qualifications within the QCF.

5.4 Units

The Unit content for each of the units in the Personal Life Skills Suite can be downloaded from the OCR website www.ocr.org.uk.

6 Administration arrangements

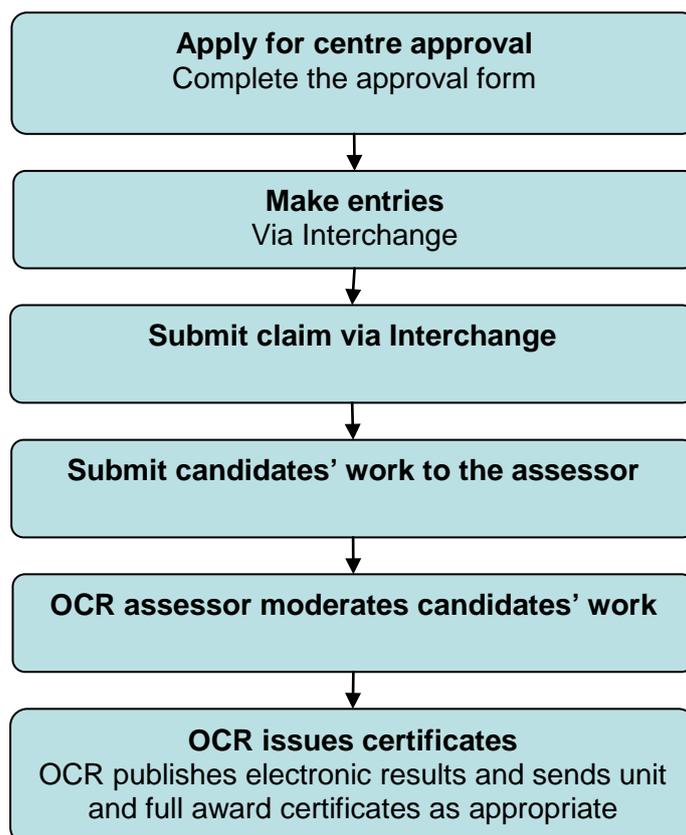
This section provides an overview of the administration arrangements operating for these qualifications. Please refer to the *Admin guide: Vocational Qualifications (A850)* for further information.

6.1 Overview of full process

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

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

Administration flowchart for on demand/postal moderation



7 Supporting Documentation

7.1 OCR Assessment Material

OCR supplies evidence booklets for each unit. These provide a framework to help candidates produce evidence meeting all the assessment criteria for each unit. The use of these booklets is not mandatory.

Centres may choose to tailor these booklets to meet the needs of their own candidates as long as the assessment criteria can be met.

OCR evidence booklets are available to download from our website www.ocr.org.uk.

7.2 OCR Evidence Checklists

For those centres choosing not to use the OCR evidence booklets, but to submit alternative evidence, a checklist is provided for each unit. This should be submitted with the candidate's evidence to show that all assessment criteria have been met.

OCR evidence checklists are available to download from our website www.ocr.org.uk.

7.3 OCR Marking Criteria

Marking criteria is produced on each of the units. This is to:

- help centres guide their candidates in the preparation of evidence to meet the assessment objectives;
- provide centre assessors with clear guidance in the assessment of the work.

OCR marking criteria for each unit is available to download for our website www.ocr.org.uk.

8 Guidance For Candidates

8.1 What are the OCR qualifications in Personal Life Skills?

These qualifications aim to:

1. provide candidates with the necessary skills to research skills and personal attributes needed for the workplace
2. encourage candidates to consider the importance of relationships whilst looking at diversity, discrimination and prejudice within society
3. encourage candidates to look at ways to maintain good physical, mental and emotional health and wellbeing
4. prepare candidates to identify potential risks and the consequences involved in making decisions
5. provide candidates with the necessary skills to plan and understand financial documents and transactions
6. encourage candidates to identify further training and development they may need to succeed in their chosen area of employment.

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

To achieve these qualifications, you must:

Award:

achieve a total of 9 credits made up as follows:

- 2 units (6 credits) at the level at which you want to certificate
- 1 remaining unit (3 credits) from any level, **but not to be chosen from** the same optional groups as the above 2 units. Only one unit from each optional group is permitted.

Certificate:

achieve a total of 15 credits made up as follows:

- One unit from each group, with a minimum of 3 units at the level at which you want to certificate.

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

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

Candidates entered for the OCR Certificate in Personal Life Skills (5 units), but only achieving 3 units will receive a certificate for the OCR Award in Personal Life Skills (3 units) if the unit combination presented meets the award requirements.

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

The OCR Award and Certificate in Personal Life Skills qualifications have been developed, with support from the PSHE Association, to help students develop the knowledge, understanding and skills needed to manage life and future opportunities.

8.5 These qualifications may also provide the basis for the development of study skills which enable candidates to go on to further study. How are the units assessed?

All of the units are assessed by the submission of candidate evidence. OCR provides evidence booklets to help ensure you meet all the assessment criteria. You do not have to use these booklets, but they may help you to understand what you have to do. You can submit other evidence instead of completing the evidence booklets if you wish. You need to discuss this evidence with your tutor to ensure that it meets all the assessment criteria.

8.6 Do I need to pass all of the units?

In order to achieve a full Award or Certificate in Personal Life Skills, you must pass the relevant amount and combination of units (3 units for an award and 5 for the certificate). However, each unit represents a worthwhile achievement in its own right and certification is also available at unit level.

8.7 Can my work for these qualifications prepare me for my Functional Skills?

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

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

9 Mapping and Signposting

9.1 Functional skills signposting

Training provided for the OCR Award and Certificate in Personal Life Skills qualifications may help to prepare candidates for the functional skills assessment (e.g. Identifying total income for a typical week may be good preparation for Maths). It is likely however that further training would be needed to fully prepare candidates for functional skills assessment.

Each unit contains details of the signposting to functional skills.

10 Further Support and Information

10.1 Feedback and enquiries

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

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

email: vocational.qualifications@ocr.org.uk
telephone: 024 76 851509
fax: 024 76 421944

You can also visit our website at www.ocr.org.uk for further information about our qualifications.

10.2 Complaints

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

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

You can:

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

email: complaints@ocr.org.uk
telephone: 024 76 851509
fax: 024 76 421944

10.3 Documents related to these qualifications

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

JCQ publication: *Access Arrangements, Reasonable Adjustments and Special Consideration*

11 Glossary

Accident	Something which happens unexpectedly and unintentionally, and which often damages something or injures someone.
Achievement	Successful completion of something.
Addiction	Compulsive or habitual devotion to a practice, and being unable to stop doing so without adverse effects (e.g. taking drugs).
Aggressive	Behaving in an angry and violent way towards another person, such as a partner in a relationship.
Aids	Acquired Auto-Immune Deficiency Syndrome. AIDS is defined as stage four of HIV-disease. It occurs in HIV-positive people when the immune system has become severely compromised and the body is no longer able to successfully ward off infection.
Appropriate	Right or suitable. Something which fits in the context of the situation.
Aspiration	The strong desire to achieve a particular aim.
Assertive	Being bold and self-assured but not aggressive.
Attribute	A quality someone has which makes them particularly good at a certain type of task or skill.
Behaviour	The way someone acts, their conduct.
Benefit	An advantage (e.g. the benefit of a healthy diet is maintaining a healthy weight).
Bullying	Using strength or power to persecute, oppress or coerce others through fear.
Career	A chosen profession or occupation in working life.
Cause	The reason for something existing or happening (e.g. an illness).
Challenge	Questioning a statement and demanding an explanation; take exception to (e.g. to discrimination or prejudice).
Charity	A not-for-profit organisation that provides free, or subsidized, support (money, advice, food etc) to those in need.
Civil partnership	In Britain, a legal relationship between two people of the same sex, which gives them the same rights as people who are married.
Colleague	Another employee who works with you.
Consequence	The result or effect of some previous event (e.g. the consequence of putting large amounts of money into a high-risk investment account could be loss of that money).
Conduct	The way a person behaves.
Context	The background to something which gives it meaning.
Decision	An action, opinion or judgement reached after consideration; making up one's mind about something (e.g. whether to accept a job).
Dependence	Physical or physiological reliance on a substance (e.g. alcohol).
Discrimination	Acting on the basis of difference; making an unfair distinction or judgement on the basis of race, colour, gender or sexuality etc (e.g. refusing a job to someone just because they are female).

Diverse	Varied (e.g. a 'diverse society' contains people of different cultures, races or colours).
Diversity	Being diverse, containing differences.
Efficient	Doing something with the least waste of time and effort.
Eligible	Worthy of or qualifying for something.
Emergency	An often dangerous situation which must be dealt with immediately (e.g. a life-threatening injury).
Emotion	Mental sensation or state, which the individual may find enjoyable or unpleasant.
Emotional health	Part of our overall health concerned with the way we think and feel. It refers to our sense of wellbeing, and our ability to cope with life events.
Employee	Someone who works for another individual or business in exchange for money.
Employer	A person or organisation which pays others to work.
Equal opportunities	The same opportunities for all irrespective of race, gender, age, disability, culture, sexual orientation, or marital status.
Evidence	Information which can be used to prove something.
Familiar	Well-known, easily recognised, frequent or customary.
Feedback	Information given in response to an enquiry about how other people view something or someone (e.g. commenting on the performance or the output of a task).
Feeling	Physical or emotional sensation.
Financial	Something which relates to money.
Goal	An aim to work towards.
HIV	Human immunodeficiency virus: the virus that is responsible for Aids.
Influence	The effect of one thing (or person) on another.
Initiative	The ability or attitude to begin something without being prompted by someone else.
Mental health	Presence or absence of mental illness. 'Mental health is a state of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community' (World Health Organisation).
Mental illness	A disorder of the brain's processes that makes the sufferer feel or seem ill, and may prevent that person from coping with daily life.
Outcome	A result or effect of an action, situation, etc. (e.g. the outcome of gambling could be winning or losing money).
Passive	Not acting to influence or change a situation; allowing other people to be in control (e.g. in a relationship).
Peers	People who are equal to you in social standing, age, position etc.
Personal wellbeing	The general state of being healthy, happy and prosperous.
Peer pressure	The strong influence of a group, especially of children or young people, on members of that group to behave as everyone else does (e.g. to smoke; dress the same; take risks).
Physical health	A state of complete wellbeing in relation to the body and mind, and the absence of illness.

Practical	Actual experience or use – not just theory. Useful.
Prejudice	Preconceived opinion or bias for or against a person or thing.
PSHE education	Personal, social, health and economic education. A National Curriculum subject area.
Relationship	The way in which two things are connected (e.g. a parent and child; a husband and wife; a sister and brother; a group of friends).
Research	Investigate or collect information on a specific subject.
Respect	To show special regard or admiration for someone; to treat them with courtesy and show consideration to them.
Responsibilities	Things for which a person is accountable (e.g. a parent is responsible for caring for their child).
Rights	Something you are entitled to, or allowed to do, by law.
Risk	The chance of something which causes misfortune or loss happening in a specific situation.
Setback	Something that happens which delays or prevents a process from advancing (e.g. failing to get the required grade in an exam).
Sexual relationship	A relationship between people of the same or opposite sex, which involves sexual acts such as intercourse.
Skill	A special ability (e.g. in music; sport; art; caring; managing work or people).
Social skills	Ability to communicate, persuade, and interact with other members of the society, without undue conflict or disharmony (e.g. at school; at a party; at work; when meeting someone for the first time).
Society	A social community.
Source	Someone or something that supplies information (e.g. a website; information leaflet).
STI	Sexually transmitted infection. An infection transmitted by sexual contact, either heterosexual or homosexual.
Stereotype	A fixed idea that people have about what someone or something is like, especially an idea that is wrong (e.g. all French people wear berets and strings of onions around their necks).
Substance abuse	Dependence or addiction to certain substances such as alcohol, drugs, tobacco, caffeine and solvents.
Symptom	Any feeling of illness or physical or mental change which is caused by a particular disease.
Treatment	The way a person deals with or behaves towards something or someone (e.g. curing an illness; reacting to another person).
Unfamiliar	Not known or experienced; strange.
Voluntary work	Unpaid work carried out willingly by someone either to help a not-for-profit organisation or to gain experience in a particular work environment.
Work	Physical or mental effort to produce something or provide a service.
Work-life balance	The amount of time a person spends doing their job compared with the amount of time they spend with their family or friends and doing things they enjoy.