

## Centre Handbook

# Supporting Teaching and Learning in Schools

OCR Level 2 Award in Support Work in Schools

Scheme code 04464

OCR Level 3 Award in Supporting Teaching and Learning in Schools

Scheme code 04467

Version 3.0 Issued January 2018

## Key updates to this handbook

Section	Title of section and change	Version and date issued
	First issue.	Version 01 – September 2010
2.13	Correction to text to clarify that the qualifications are offered in England and Wales, but not Northern Ireland.	Version 02 – June 2016
All sections	<b>The format of this handbook has been completely updated to bring in line with a new template. The qualification content and structure remains unchanged from previous version, but some of the supporting information has been brought up-to-date following a review of documents. The sections affected are detailed as follows:</b>	Version 03 – January 2018
All sections	Amended reference to the Admin Guide to the new Administration area on the <a href="#">OCR website</a> References to the Qualifications and Credit Framework (QCF) have been changed to Regulated Qualifications Framework.	
1	1 Introduction - Updated 1.1 About these qualifications – New section 1.2 Qualification size – New section 1.3 Funding – previously section 2.10. Information updated 1.4 Unique Learner Number – previously section 2.5. Information updated	
2	2.1 Qualification profile - Updated 2.2 Qualification aims – previously section 2.3. Information updated. 2.3 Entry requirements – previously section 2.4 2.4 Progression opportunities – previously section 2.6. Information updated. 2.5 Wider issues – previously section 2.8 2.6 Mode of delivery – previously section 2.11 2.7 Resources – previously section 2.12 2.8 Access arrangements and special consideration – previously section 2.14. Information updated.	
3	3.1 Assessment: Key features – Information updated	
5	5.1 Claiming certificates – Information updated 5.2 Enquiries about results – previously section 2.15 and 11.2. Information updated 5.3 Replacement certificates – previously section 5.2. Information updated.	
6	6.2 Units – Information updated	

Section	Title of section and change	Version and date issued
7	7 Mapping and Signposting - previously section 10	
8	8 Further Support and Information – previously section 11. Information updated	

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# 1 Introduction

OCR entry code	Title	Qualification Number
04464	OCR Level 2 Award in Support Work in Schools	501/0043/9
04467	OCR Level 3 Award in Supporting Teaching and Learning in Schools	501/0044/0

The information provided in this handbook is correct at the time of production. Occasionally we may update it so please check the relevant qualification [webpage](#) for the most up-to-date information.

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.

To access information on how to administer these qualifications please follow the link to the 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

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These qualifications provide valuable opportunities for candidates to:

- develop skills
- gain underpinning knowledge and understanding
- demonstrate competence in the workplace
- provide progression to higher education
- improve employability
- continue professional development.

## 1.2 Qualification size

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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:

Level 2 Award in Support Work in Schools 80 GLH and 120 TQT.

Level 3 Award in Supporting Teaching and Learning in Schools 80 GLH and 120 TQT.

## 1.3 Funding

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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).

## 1.4 Unique Learner Number (ULN)

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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.

Further information about this can be found in the [Administration area](#) and at the [Learner Records Service](#).

## 2 General information

### 2.1 Qualification profile

#### Level 2 Award in Support Work in Schools

<b>OCR entry code</b>	04464			
<b>Qualification Number</b>	501/0043/9			
<b>Level</b>	This qualification has been regulated in the Regulated Qualifications Framework (RQF) at Level 2			
<b>Qualification structure</b>	The credit required for this qualification is 12 credits. To achieve this qualification, candidates must complete 9 mandatory credits (4 units), and 3 credits from optional units.			
<b>Guided Learning Hours (GLH)</b>	80	<b>Total Qualification Time (TQT)</b>	120	
<b>Age group approved</b>	Pre-16	16-18	18+	19+
		✓	✓	✓
<b>This qualification is suitable for</b>	This is a knowledge based qualification suitable for all roles in schools, including site staff, administrators etc. as well as those who work directly with children and young people. As it is a knowledge based qualification, it can be taken by candidates not yet employed in a school, as well as providing initial training/induction for those new in post.			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification.			
<b>Assessment</b>	<p>These qualifications are pass/fail.</p> <p>All units are centre-assessed and externally moderated by OCR.</p> <p>Centres will create appropriate assignments for candidates. All assignments created by centres should be reliable and fit for purpose, and should meet all of the assessment criteria.</p>			
<b>Funding</b>	Please see the Funding Section 1.3			
<b>Last date to enter candidates</b>	<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 <a href="#">last entry/certification notification</a>.</p>			



## Level 3 Award in Supporting Teaching and Learning in Schools

<b>OCR entry code</b>	04467			
<b>Qualification Number</b>	501/0044/0			
<b>Level</b>	This qualification has been regulated in the Regulated Qualifications Framework (RQF) at Level 3			
<b>Qualification structure</b>	The credit required for this qualification is 12 credits. To achieve this qualification, candidates must complete 4 mandatory units.			
<b>Guided Learning Hours (GLH)</b>	80	<b>Total Qualification Time (TQT)</b>		120
<b>Age group approved</b>	Pre-16	16-18	18+	19+
		✓	✓	✓
<b>This qualification is suitable for</b>	The OCR Level 3 Award provides an introduction to the knowledge required for support staff roles that directly support teaching and learning. The Award supports pre-service, transition or early career learning for teaching assistants and other learning support roles in schools.			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification.			
<b>Assessment</b>	<p>These qualifications are pass/fail.</p> <p>All units are centre-assessed and externally moderated by OCR.</p> <p>Centres will create appropriate assignments for candidates. All assignments created by centres should be reliable and fit for purpose, and should meet all of the assessment criteria.</p>			
<b>Funding</b>	Please see the Funding Section 1.3			
<b>Last date to enter candidates</b>	<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 <a href="#">last entry/certification notification</a>.</p>			

## 2.2 Qualification aims

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The Level 2 Award in Support Work in Schools seeks to develop the knowledge and understanding that all those working in a school setting will need and covers areas such as safeguarding, communication and understanding the school context. The Awards cover the knowledge and understanding in the current mandatory units of the Support Work in Schools qualifications, supplemented with additional material drawn from the induction modules developed by the TDA for local authorities.

The Level 3 Award in Supporting Teaching and Learning in Schools aims to provide candidates with a secure understanding from which to progress to a level 3 role. It intends to provide the underpinning knowledge and understanding for those with a role in directly working with children or young people in schools.

## 2.3 Entry requirements

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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 developed free from any barriers that restrict access or progression thereby promoting equal opportunities.

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

## 2.4 Progression opportunities

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These qualifications have been designed to encourage progression to and from qualifications in the Regulated Qualifications Framework (RQF).

## 2.5 Wider issues

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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

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Centre staff delivering a course that supports these qualifications would have opportunities to address spiritual, moral, ethical, social and cultural issues. For example, in Level 2 Unit 1 candidates will need to understand child development and factors affecting this. Level 2 Unit 3 covers issues around equality, diversity and inclusion in work with children and young people. Level 3 units cover similar issues including safeguarding the well being of children and young people.

## Environmental issues, health and safety considerations and European developments

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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.

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.

## 2.6 Mode of delivery

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

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

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

## 2.7 Resources

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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).

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 meet the above requirements when they seek centre approval from OCR.

## 2.8 Access arrangements and special consideration

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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.

# 3 Assessment

## 3.1 Assessment: Key features

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Key features of the assessment of these qualifications are:

- Candidates have to produce evidence that meets all the learning outcomes and assessment criteria.
- Evidence can be generated either in or outside of the workplace depending on candidates employment situation.
- Evidence is assessed in the centre by occupationally knowledgeable and qualified centre assessors
- Assessment is subject to internal standardisation to ensure that all assessment is being carried out in a similar way and to an equivalent standard
- Centres send candidates' completed work to OCR Examiner-moderator by post
- OCR Examiner-moderator samples candidates' work to ensure that centre' internal assessments meet the requirements of the qualification

In order for candidates to be able to effectively progress towards meeting the requirements of each assessment criterion, 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.

Assessment of knowledge based Learning Outcomes may take place in or outside of a real work environment.

Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken to a set grid, the assessment decisions are made by the person who has set the answers.

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. Unit fees are available for this purpose. The OCR Fees List provides details of all fees applicable to these units/qualifications.

### Centre assessed units and OCR moderated

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All units are centre-assessed and externally moderated by OCR. Centres will create appropriate assignments for candidates. All assignments created by centres should be reliable and fit for purpose, and should meet all of the assessment criteria.

Assignments should provide a context in which candidates can operate, or which set out tasks which can be undertaken to meet the requirements of the assessment criteria, and their associated skills, knowledge and understanding. It is therefore important that the assessment criteria are clearly indicated in the assignments briefs.

Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters or projects. Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt.

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, the centre assessor 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.

Achievement at unit level is Pass or Fail.

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.

## Internal standardisation

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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.

## External moderation

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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 accreditation of unit achievement.

Tutors must check that each learning outcome and assessment criterion has been successfully met by the candidate before work is signed and sent for external moderation. Centres should note that all work must be assessed in the centre before being submitted to the OCR Examiner-moderator. Evidence of assessment must be shown on each candidate's work and the assessor must complete a Candidate Evidence Record Sheet for each completed unit.

Centres should discourage candidates from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage candidates to present their work so that it is easily accessible, for example as spiral bound, stapled booklet or using treasury tags.

Centres will be required to complete a Submission Cover sheet for each batch of work they send to the Examiner-moderator. The Submission Cover Sheet will list all the units for the qualification and centres need to indicate on the sheet the units being submitted at that time. The Submission Cover Sheet can be downloaded from the web pages for these qualifications.

### **Centres should note that submitted evidence is not returned.**

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. No substitution of candidates' work will be allowed unless prior agreement of the OCR Examiner-moderator has been obtained.

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.

## Assessment and the Data Protection Act

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Centre assessors, who are responsible for assessing candidates' evidence for internally assessed units, must make sure that candidates know they must comply with the Data Protection Act when they are producing work for assessment. Candidates must not reference another individual's personal details in any evidence produced for assessment. It is the candidate's responsibility to make sure evidence that includes another individual's personal details is anonymised.

# 4 Assessor and Internal Verifier Requirements

## 4.1 Assessment Centre Requirements

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The Assessment Centre must:

- ensure that there are a sufficient number of people occupationally knowledgeable and qualified to assess the number of candidates they anticipate to register
- ensure that there is a system of standardisation in place to ensure that all assessments are consistent and fair
- ensure that those undertaking the roles of internal quality assurance and assessment maintain their skills, knowledge and understanding regarding assessment and internal quality assurance and the associated qualifications.

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

## 4.2 Assessors

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Assessment decisions for knowledge based learning outcomes, e.g. those beginning with 'know' or 'understand', must be made by an occupationally knowledgeable assessor. This means that the assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

Assessment decisions for knowledge based learning outcomes must be made by an assessor qualified to make assessment decisions. This means that the assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions, for example A1 or D32/D33 or Award in Assessing Vocationally Related Achievement.

## 4.3 Internal quality assurance

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Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions i.e. hold V1(D34) or Award in the Internal Quality Assurance of the Assessment Process.



# 5 Certification

Candidates who achieve the full qualification will receive:

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

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

## 5.1 Claiming certificates

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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, <http://www.ocr.org.uk/administration/>.

## 5.2 Enquiries about results

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

To find out more about this, please refer to the *JCQ Post-Results Services* booklet and the Administration area, post results services, <http://www.ocr.org.uk/administration/>.

## 5.3 Replacement certificates

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For details on replacement certificates refer to the Administration area, certificates, <http://www.ocr.org.uk/administration/>.

# 6 Qualification structure and units

## 6.1 Qualification structure

Candidates do not have to achieve units in any particular order and 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 subjects.

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

### OCR Level 2 Award in Support Work in Schools

#### (Qualification Number 501/0043/9)

To achieve this qualification, candidates must achieve a total of 12 credits made up as follows:

4 units from mandatory Group A, candidates must achieve all 9 credits.

1 unit from optional Group B, candidates must achieve 3 credits.

The following table contains the groups of mandatory and optional units.

#### Group A: Mandatory Units

OCR Unit No	Sector Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
1	TDA 2.1	Child and young person development	H/601/3305	2	2	15
2	TDA 2.2	Safeguarding the welfare of children and young people	K/601/3323	3	2	20
3	TDA 2.3	Communication and professional relationships with children, young people and adults	F/601/3313	2	2	15
4	TDA 2.4	Equality, diversity and inclusion in work with children and young people	D/601/3321	2	2	15

#### Group B: Optional Units

OCR Unit No	Sector Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
5	TDA 2.5	Schools as organisations	T/601/3325	3	2	20
6	TDA 3.2	Schools as organisations	A/601/3326	3	3	15

# OCR Level 3 Award in Supporting Teaching and Learning in Schools

**(Qualification Number 501/0044/0)**

To achieve this qualification, candidates must achieve a total of 12 credits made up as follows: 4 units from mandatory Group A, candidates must achieve all 12 credits.

The following table contains the mandatory units.

## Group A: Mandatory Units

OCR Unit No	Sector Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
1	TDA 3.1	Communication and professional relationships with children, young people and adults	F/601/3327	2	3	10
2	TDA 3.2	Schools as organisations	A/601/3326	3	3	15
3	CYP 3.1	Understand child and young person development	L/601/1693	4	3	30
4	CYP 3.3	Understand How to Safeguard the Wellbeing of Children and Young People	Y/601/1695	3	3	25

## 6.2 Units

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Units can be downloaded from the qualification pages.

### Level 2 Award in Support Work in Schools

<http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-support-work-in-schools-level-2-award-04464/>

### Level 3 Award in Supporting Teaching and Learning in Schools

<http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-supporting-teaching-and-learning-in-schools-level-3-award-04467/>

# 7 Mapping and Signposting

## 7.1 National Occupational Standards (NOS) Mapping

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

Supporting Teaching and Learning in Schools (Training Development Agency for Schools)

Children's Care Learning and Development (2009) (Skills for Care and Development)

Learning Development Support Services (reviewed 2009) (Skills for Care and Development)

Children and Young People's Workforce (Skills for Justice)

Health and Social Care (Skills for Care and Development)

Each unit contains details of the signposting to the NOS.

## 7.2 Functional skills signposting

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Training provided for these awards may help to prepare candidates for the functional skills assessment (e.g. report writing may be good preparation for English). 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.

# 8 Further Support and Information

## 8.1 Feedback and enquiries

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If centres have any comments or enquiries about the qualifications in this handbook, please contact the Customer Contact Centre:

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

Telephone: 024 76 851509  
Fax: 024 76 421944  
Email: [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

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

## 8.2 Complaints

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

If centres are not satisfied with a product or service OCR has provided please follow the process set out in the [complaints policy](#).

We can be contacted:

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

by email – send an email to [complaints@ocr.org.uk](mailto:complaints@ocr.org.uk)

by phone/fax – contact our Customer Contact Centre:  
Telephone: 024 76 851509  
Fax: 024 76 421944

## 8.3 Our professional development programme (CPD)

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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/>.

## 8.4 Useful documents and links

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OCR's Administration area <http://www.ocr.org.uk/administration/>  
OCR's [What is malpractice?](#)

JCQ Publications at <http://www.jcq.org.uk>  
*Access Arrangements and Reasonable Adjustments*

*Special Consideration*

*Suspected Malpractice in Examinations and Assessments*

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

# 9 Glossary

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

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



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