

OCR Level 2 & 3 Diploma in ICT
Professional Competence (PROCOM)

Centre Handbook

OCR Level 2 Diploma in ICT Professional Competence
(PROCOM)

Entry code 08737

OCR Level 3 Diploma in ICT Professional Competence
(PROCOM)

Entry code 10262

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1 Introduction to these qualifications

The information provided in this handbook is correct at the time of production. Occasionally we may update this information. Please refer to the qualification [webpages](#) for the most up-to-date information.

Staff involved in the delivery of these qualifications must have access to and understand the requirements in this handbook.

You should read this document in conjunction with the [Admin guide: Vocational Qualifications](#).

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 Why choose the OCR Diploma in ICT Professional Competence?

The aim of these competence qualifications is to give candidates, who are in work, the opportunity to:

- develop their skills and knowledge to become competent in their chosen job roles
- develop an appropriate set of skills to operate in today's IT & Telecoms sector
- demonstrate competence within the workplace
- work towards the IT, Software, Web & Telecoms Professionals apprenticeship by combining this qualification with the OCR ICT Systems and Principles for IT Professionals (PROCOM-Technical) or the Cambridge Technical Diploma in IT
- achieve a nationally recognised qualification
- progress to a Higher Apprenticeship or further study in Further Education (FE) or Higher Education (HE)
- improve employability and continue professional development.

These qualifications:

- are vocationally-related and credit-based
- provide the competence component of the Apprenticeship Framework for IT, Software, Web & Telecoms Professionals
- support development of Functional Skills
- consist of units based on the National Occupational Standards (NOS) developed by e-skills, the Sector Skills Council for the IT and Telecoms sector
- are regulated in the Qualifications and Credit Framework (QCF) and included on the Register of Regulated Qualifications <http://register.ofqual.gov.uk/>
- are supported by e-skills, the sector body for IT and Telecoms
- are assessed in the workplace by your assessors and externally moderated by OCR.

1.2 Entry requirement

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

These qualifications have been developed so they are free from any barriers, restrict access or progression and therefore promote equal opportunities.

These qualifications are accredited in the QCF for learners aged 16 years and over.

There are no formal entry requirements for these qualifications.

There is no requirement for any specific prior learning. We recommend that an initial assessment should take place to ensure the candidate is capable of reaching the required standards.

Apprentices entered for this qualification will be working in the IT and Telecoms sector and may need to meet specific legal or physical requirements.

1.3 Funding

These qualifications are accredited in the QCF and may be eligible for funding.

For further details regarding approval and funding eligibility you should refer to the following websites:

[Skills Funding Agency](#) for public funding in England

DAQW – [Database of Approved Qualifications](#) for public funding in Wales

[Department for Employment and Learning](#) for public funding in Northern Ireland

Education Funding Agency <http://www.education.gov.uk/efa> for public funding information for 16-19 learners in England

You should use the QCF Qualifications Number (QN) when looking for public funding for candidates. Each unit within a qualification will also have a QCF unit code.

If you have any queries regarding funding for this qualification contact us by email at funding@ocr.org.uk.

1.4 Guided learning hours (GLH)

Guided learning hours indicate the approximate time (in hours) the tutor will spend supervising or directing study time and assessment. Each unit includes the GLH.

Each qualification requires the following guided learning hours:

Level 2 Diploma in ICT Professional Competence (PROCOM) – 250 GLH

Level 3 Diploma in ICT Professional Competence (PROCOM) – 369 GLH

2 Structure and content

2.1 Qualification structure and rule of combination

Each qualification in the Qualifications and Credit Framework (QCF) has a Rule of Combination (ROC).

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

Candidates do not have to achieve units in any particular order and learning programmes should be tailored to meet individual needs. It is recommended that, wherever possible, you deliver these qualifications holistically by identifying opportunities to link the units and levels.

If a candidate is not able to complete the full qualification, we will issue unit certificates listing the unit(s) and credit achieved.

When combining units for the chosen qualification, it is your responsibility to ensure the rule of combination is followed.

The units are available to download from our qualification [webpages](#).

2.2 Rule of combination

A candidate must achieve the following credits to achieve each qualification:

OCR Level 2 Diploma in ICT Professional Competence (PROCOM) -

Entry code 08737, Ofqual code 501/0735/5.

- Minimum of 48 credits in total made up of:
 - 9 credits from Mandatory Group A units
 - Minimum of 39 credits from Optional Group B units, of which at least 23 credits must be at Level 2 or above.

OCR Level 3 Diploma in ICT Professional Competence (PROCOM) -

Entry Code 10262, Ofqual code 501/1124/3

- Minimum of 72 credits in total made up of:
 - 12 credits from Mandatory Group A units
 - Minimum of 60 credits from Optional Group B units (maximum of 16 credits from Restricted units), of which at least 35 credits must be at level 3 or above.

Refer to section 2.3 for full details of units available in each group and section 2.4 for barred combinations and exemptions.

2.3 Table of units

The following table provides details of the units included in the Level 2 and Level 3 Diploma in ICT Professional Competence. As indicated in the table, Level 4 units are not included in the Level 2 Diploma.

OCR Unit No	Group A: Mandatory units Unit Title	Unit Reference Number (URN)	Unit Level	Credit	GLH	Level 2 Diploma	Level 3 Diploma
1	Develop own effectiveness and professionalism	Y/601/3317	2	6	30	✓	n/a
2	Develop own effectiveness and professionalism	D/503/5549	3	9	45	n/a	✓
3	Health and safety in ICT	Y/500/7183	1	3	45	✓	✓

OCR Unit No	Group B - Optional units Generic units (non-vendor) Unit Title	URN	Unit Level	Credit	GLH	Level 2 Diploma	Level 3 Diploma
4	Computer games development	A/601/3164	2	4	28	✓	✓
5	Computer games development	F/601/3165	3	10	71	✓	✓
6	Creating a procedural computer program	L/601/3167	2	7	60	✓	✓
7	Creating a procedural computer program	R/601/3171	3	12	90	✓	✓
8	Designing and developing procedural computer programs	T/601/3311	4	15	90	X	✓
9	Creating an event-driven computer program	T/601/3177	2	7	60	✓	✓
10	Creating an event-driven computer program	F/601/3179	3	12	90	✓	✓
11	Designing and developing event-driven computer programs	J/601/3300	4	15	90	X	✓
12	Creating an object-oriented computer program	A/601/3181	2	7	60	✓	✓
13	Creating an object-oriented computer program	L/601/3184	3	12	1290	✓	✓
14	Designing and developing object-oriented computer programs	T/601/3308	4	15	90	X	✓
15	Customer care in ICT	A/500/7158	2	9	45	✓	✓
16	Customer care in ICT	F/500/7159	3	12	100	✓	✓
17	Data modelling	A/601/3200	2	6	45	✓	✓
18	Data modelling	L/601/3203	3	9	75	✓	✓

OCR Unit No	Group B - Optional units Generic units (non-vendor) Unit Title	URN	Unit Level	Credit	GLH	Level 2 Diploma	Level 3 Diploma
19	IT Project management 2	T/502/1110	2	4	30	✓	✓
20	IT Project management 3	L/502/1114	3	10	60	✓	✓
21	Software installation and upgrade	D/500/7329	2	9	80	✓	✓
22	Software installation and upgrade	R/500/7330	3	12	100	✓	✓
23	System management	Y/500/7331	2	6	55	✓	✓
24	System management	D/500/7332	3	12	100	✓	✓
25	Technical advice and guidance	F/601/3506	2	9	50	✓	✓
26	Technical advice and guidance	J/601/3507	3	12	75	✓	✓
27	Technical fault diagnosis	T/601/3292	2	9	45	✓	✓
28	Technical fault diagnosis	A/601/3293	3	12	75	✓	✓
29	Testing ICT systems	A/500/7354	2	9	80	✓	✓
30	Testing ICT systems	F/500/7355	3	12	100	✓	✓
31	User profile administration	H/500/7378	2	6	55	✓	✓
32	User profile administration	K/500/7379	3	9	80	✓	✓
33	ICT system operation	F/500/7338	2	9	45	✓	✓
34	Introduction to IT systems development	J/601/3247	2	6	50	✓	✓
35	Investigating and defining customer requirements for ICT systems	R/601/3249	3	12	75	✓	✓
36	Quality management of ICT products and services	T/500/7210	3	12	100	✓	✓
37	Remote support for products and services	D/500/7217	3	12	100	✓	✓
38	Security of ICT systems	D/500/7220	3	12	100	✓	✓
39	System operation	A/500/7340	3	12	100	✓	✓
40	Working with ICT hardware and equipment	K/500/7382	2	9	45	✓	✓
41	Data structures and algorithms	R/601/3297	4	15	90	X	✓
42	Designing and developing a website	L/601/3315	4	15	90	X	✓
195	Customer care in ICT	T/500/7157	1	6	50	✓	✓

OCR Unit No	Group B - Optional units Generic units (non-vendor) Unit Title	URN	Unit Level	Credit	GLH	Level 2 Diploma	Level 3 Diploma
196	Interpersonal and written communication	T/500/7207	2	9	60	✓	✓
197	Managing software development	T/500/6798	3	12	90	✓	✓
198	Interpersonal and written communication	A/500/7208	3	12	100	✓	✓
199	Working with ICT hardware and equipment	M/500/7383	3	12	100	✓	✓
200	Working with ICT hardware and equipment	T/500/7384	4	15	90	X	✓
201	Security of ICT systems	H/500/7221	4	15	90	X	✓

OCR Unit No	Group B: Optional units Vendor units Unit Title	URN	Unit Level	Credit	GLH	Level 2 Diploma	Level 3 Diploma
43	Cisco IT Essentials part 1	L/601/7459	2	10	80	✓	✓
44	CompTIA A+ 602	F/501/3592	2	9	80	✓	✓
45	CompTIA A+ 603	J/501/3593	2	9	80	✓	✓
46	CompTIA A+ 604	L/501/3594	2	9	80	✓	✓
47	CompTIA A+ Essentials	H/602/1386	2	10	60	✓	✓
48	CompTIA A+ Practical application	M/602/1388	2	10	60	✓	✓
49	CompTIA DHTI+	D/501/3597	2	9	80	✓	✓
50	Configuring Microsoft Windows Vista Client	J/502/3623	2	9	60	✓	✓
51	Deploying and maintaining Windows Vista Client and 2007 Microsoft Office system desktops	A/502/3649	2	9	60	✓	✓
52	Microsoft Office Groove 2007, configuring	F/600/4370	2	5	25	✓	✓
53	Microsoft Office Project 2007, managing projects	K/600/4394	2	6	34	✓	✓
54	Microsoft Virtual Earth 6.0, application development	F/600/4319	2	5	25	✓	✓
55	Pre-installing for OEMs Windows Vista and Server operating systems	M/600/4378	2	3	15	✓	✓

OCR Unit No	Group B: Optional units Vender units Unit Title	URN	Unit Level	Credit	GLH	Level 2 Diploma	Level 3 Diploma
56	Supporting and troubleshooting applications on a Windows Vista Client for Consumer Support Technicians	K/502/3646	2	9	60	✓	✓
57	Supporting and troubleshooting applications on a Windows Vista Client for Enterprise Support Technicians	H/502/3628	2	9	60	✓	✓
58	Supporting users and troubleshooting a Microsoft Windows XP operating system	L/502/3798	2	9	60	✓	✓
59	Supporting users and troubleshooting desktop applications on a Microsoft Windows XP operating system	D/502/4065	2	9	6700	✓	✓
60	Windows 7, Enterprise Desktop Support Technician	D/601/6798	2	8	80	✓	✓
61	Cisco Discovery designing and supporting computer networks	L/601/6909	3	10	80	✓	✓
62	Cisco Discovery introducing routing and switching in the enterprise	Y/601/6900	3	10	80	✓	✓
63	Cisco Discovery networking for home and small business	M/601/6840	3	10	80	✓	✓
64	Cisco Discovery working at a small-to-medium business or ISP	D/601/6820	3	10	80	✓	✓
65	Cisco Entrepreneur: growing a business	R/601/9567	3	10	80	✓	✓
66	Cisco Entrepreneur: iExec enterprise essentials	Y/601/9568	3	10	80	✓	✓
67	Cisco Entrepreneur: starting a business	D/601/9572	3	10	80	✓	✓
68	Cisco Exploration accessing the WAN	K/601/7422	3	10	80	✓	✓
69	Cisco Exploration LAN switching and wireless	K/601/7453	3	10	80	✓	✓
70	Cisco Exploration network fundamentals	A/601/7537	3	10	80	✓	✓
71	Cisco Exploration routing protocols and concepts	H/601/7421	3	10	80	✓	✓

OCR Unit No	Group B: Optional units Vender units Unit Title	URN	Unit Level	Credit	GLH	Level 2 Diploma	Level 3 Diploma
72	Cisco IT Essentials part 2	F/601/7457	3	10	80	✓	✓
73	CompTIA Convergence+	Y/501/3596	3	9	80	✓	✓
74	CompTIA Linux+	H/501/3598	3	9	80	✓	✓
75	CompTIA Network+ 2009	A/602/1393	3	10	60	✓	✓
76	CompTIA Network+	L/500/7312	3	9	80	✓	✓
77	CompTIA Security+	K/501/3599	3	9	80	✓	✓
78	CompTIA Security+ 2008	L/602/1396	3	10	60	✓	✓
79	CompTIA Server+	R/501/3600	3	9	80	✓	✓
80	CompTIA Server+ 2009	R/602/1397	3	10	60	✓	✓
81	Configuration Microsoft Forefront Client and Server	L/600/4372	3	7	35	✓	✓
82	Configuring Microsoft Desktop Optimization Pack	K/600/4377	3	10	54	✓	✓
83	Configuring Microsoft Internet Security and Acceleration Server 2006	T/600/4284	3	10	54	✓	✓
84	Configuring Microsoft Office Communications Server 2007	T/600/4396	3	4	20	✓	✓
85	Configuring Microsoft Office Project Server 2007	A/600/4397	3	7	35	✓	✓
86	Configuring Microsoft Office SharePoint Server 2007	Y/600/4391	3	13	98	✓	✓
87	Configuring Microsoft System Center Configuration Manager 2007	F/600/4286	3	10	54	✓	✓
88	Configuring Microsoft System Center Operations Manager 2007	A/600/4285	3	10	54	✓	✓
89	Configuring Windows Essential Business Server 2008	T/600/4379	3	11	55	✓	✓
90	Configuring Windows Server 2008 Active Directory	M/502/3650	3	13	90	✓	✓
91	Configuring Windows Server 2008 Applications Infrastructure	L/502/3638	3	13	90	✓	✓
92	Configuring Windows Server 2008 Network Infrastructure	J/502/3640	3	11	90	✓	✓

OCR Unit No	Group B: Optional units Vender units Unit Title	URN	Unit Level	Credit	GLH	Level 2 Diploma	Level 3 Diploma
93	Configuring Windows Server Virtualisation	M/600/4381	3	5	25	✓	✓
94	Configuring Windows SharePoint Services 3.0	D/600/4392	3	12	90	✓	✓
95	Configuring Windows Small Business Server 2008	K/600/4380	3	11	55	✓	✓
96	Designing and developing Enterprise applications using the Microsoft .NET Framework 3.5	L/600/4386	3	10	50	✓	✓
97	Designing and developing Windows applications using the Microsoft .NET Framework 3.5	F/600/4384	3	7	35	✓	✓
98	Designing, deploying, and managing a network solution for a small- and medium-sized business	F/600/4241	3	6	34	✓	✓
99	Designing, implementing, and managing Microsoft Windows Mobile	A/600/4304	3	5	34	✓	✓
100	Developing business process and integration solutions using Microsoft BizTalk Server	H/600/4233	3	12	74	✓	✓
101	Implementing a Microsoft SQL Server 2008 database	R/600/4289	3	9	54	✓	✓
102	Implementing and administering security in a Microsoft Windows Server 2003 Network	R/501/2866	3	7	65	✓	✓
103	Implementing and maintaining Microsoft SQL Server 2008	J/600/4287	3	10	54	✓	✓
104	Implementing and managing Microsoft Exchange Server 2003	T/501/2827	3	7	65	✓	✓
105	Implementing Microsoft Internet Security and Acceleration (ISA) Server 2004	M/600/4283	3	10	54	✓	✓
106	Implementing, managing, and maintaining a Windows Server 2003 Network Infrastructure	H/501/2824	3	10	90	✓	✓

OCR Unit No	Group B: Optional units Vender units Unit Title	URN	Unit Level	Credit	GLH	Level 2 Diploma	Level 3 Diploma
107	Implementing, managing, and troubleshooting Microsoft Office Live Communications Server 2005	J/600/4239	3	6	44	✓	✓
108	Installing, configuring and administering MS Windows 2000 Professional	Y/501/2867	3	7	60	✓	✓
109	Installing, configuring and administering MS Windows XP Professional	A/501/2604	3	7	65	✓	✓
110	Installing, configuring, and administering Microsoft Internet Security and Acceleration (ISA) Server 2000, Enterprise Edition	K/501/2825	3	4	38	✓	✓
111	Installing, configuring, and administering Microsoft SQL Server 2000 Enterprise Edition	M/501/2826	3	7	65	✓	✓
112	Interconnecting Cisco Networking Devices (CCNA parts 3 and 4)	K/501/2968	3	18	150	✓	✓
113	Introduction to Cisco Networking Technologies (CCNA parts 1 and 2)	H/501/2967	3	18	150	✓	✓
114	Managing and maintaining a Windows Server 2003 environment	J/501/2606	3	7	65	✓	✓
115	Microsoft .NET Framework - Application development foundation	H/600/4314	3	12	64	✓	✓
116	Microsoft .NET Framework 2.0 - Distributed application development	D/600/4313	3	10	54	✓	✓
117	Microsoft .NET Framework 2.0 - Web-based client development	Y/600/4312	3	12	90	✓	✓
118	Microsoft .NET Framework 2.0 – Windows-based client development	R/600/4311	3	12	90	✓	✓
119	Microsoft .NET Framework 3.5 – Windows Communication Foundation application development	L/600/4307	3	5	34	✓	✓

OCR Unit No	Group B: Optional units Vender units Unit Title	URN	Unit Level	Credit	GLH	Level 2 Diploma	Level 3 Diploma
120	Microsoft .NET Framework 3.5 – Windows Presentation Foundation application development	J/600/4306	3	5	34	✓	✓
121	Microsoft .NET Framework 3.5 – Windows Workflow Foundation application development	R/600/4308	3	5	25	✓	✓
122	Microsoft .NET Framework 3.5, ADO.NET application development	D/600/4375	3	6	30	✓	✓
123	Microsoft .NET Framework 3.5, Windows Forms application development	Y/600/4309	3	12	90	✓	✓
124	Microsoft Office PerformancePoint Server 2007 - Applications	J/600/4371	3	6	34	✓	✓
125	Microsoft Office Project Server 2007 - Managing projects	M/600/4395	3	7	35	✓	✓
126	Microsoft Office SharePoint Server 2007 – Application development	T/600/4317	3	12	60	✓	✓
127	Microsoft Office Visio 2007 - Application development	T/600/4320	3	5	34	✓	✓
128	Microsoft SQL Server 2005 - Implementation and maintenance	H/502/3581	3	13	90	✓	✓
129	Microsoft Windows Mobile 5.0 - Application development	K/600/4315	3	12	64	✓	✓
130	Microsoft Windows SharePoint Services 3.0 – Application development	M/600/4316	3	12	84	✓	✓
131	Oracle Academy: Data design	D/601/7546	3	10	80	✓	✓
132	Oracle Academy: Database design and programming with SQL	J/601/7542	3	10	80	✓	✓
133	Oracle Academy: Database programming with PL/SQL	Y/601/7545	3	20	160	✓	✓
134	Planning and maintaining a Microsoft Windows Server 2003 network infrastructure	H/501/2712	3	3	28	✓	✓

OCR Unit No	Group B: Optional units Vender units Unit Title	URN	Unit Level	Credit	GLH	Level 2 Diploma	Level 3 Diploma
135	Pro: designing and developing ASP.NET Applications using the Microsoft .NET Framework 3.5	J/600/4385	3	7	35	✓	✓
136	Upgrading your MCDST Certification to MCITP Enterprise Support	R/600/4390	3	8	54	✓	✓
137	Upgrading your MCSA on Windows Server 2003 to Windows Server 2008 - Technology Specialist	F/600/4398	3	10	54	✓	✓
138	Visual Studio 2005 Team Foundation Server	L/600/4310	3	7	35	✓	✓
139	Visual Studio 2005 Tools for the Microsoft Office System	A/600/4318	3	5	25	✓	✓
140	VM Ware Master Enterprise administration	T/601/9562	3	10	80	✓	✓
141	VM Ware Master Enterprise design	A/601/9563	3	10	80	✓	✓
142	Windows 7, Enterprise Desktop Administrator	H/601/6799	3	8	70	✓	✓
143	Windows Server 2008, Enterprise Administrator	T/502/3634	3	14	90	✓	✓
144	Windows Server 2008, Server Administrator	J/502/3637	3	11	90	✓	✓
145	Business intelligence development and maintenance using Microsoft SQL Server 2008	M/600/4297	4	13	94	X	✓
146	Cisco CCNP route	F/601/9581	4	10	80	X	✓
147	Cisco CCNP switch	J/601/9582	4	10	80	X	✓
148	Cisco CCNP troubleshooting	L/601/9583	4	20	180	X	✓
149	Configuring and managing Windows Server 2003 hosted environments	F/600/4305	4	4	24	X	✓
150	Deploying messaging solutions with Microsoft Exchange Server 2007	T/600/4236	4	9	54	X	✓
151	Designing a business intelligence infrastructure by using Microsoft SQL Server 2005	H/600/4295	4	13	94	X	✓

OCR Unit No	Group B: Optional units Vender units Unit Title	URN	Unit Level	Credit	GLH	Level 2 Diploma	Level 3 Diploma
152	Designing a business intelligence infrastructure using Microsoft SQL Server 2008	H/600/4300	4	11	55	X	✓
153	Designing a database server infrastructure by using Microsoft SQL Server 2005	R/600/4292	4	12	74	X	✓
154	Designing a Windows Server 2003 Active Directory and Network Infrastructure	L/600/4243	4	11	55	X	✓
155	Designing and developing Enterprise applications by using the Microsoft .NET Framework	T/600/4365	4	9	45	X	✓
156	Designing and developing Web-based applications by using the Microsoft .NET Framework	K/600/4363	4	12	60	X	✓
157	Designing and developing Windows-based applications by using the Microsoft .NET Framework	M/600/4364	4	12	60	X	✓
158	Designing and optimizing data access by using Microsoft SQL Server 2005	L/600/4291	4	12	74	X	✓
159	Designing database solutions and data access using Microsoft SQL Server 2008	A/600/4299	4	10	54	X	✓
160	Designing database solutions by using Microsoft SQL Server 2005	J/600/4290	4	10	54	X	✓
161	Designing messaging solutions with Microsoft Exchange Server 2007	M/600/4235	4	10	54	X	✓
162	Designing security for a Windows Server 2003 Network	D/600/4246	4	7	35	X	✓
163	Designing, optimizing and maintaining a database administrative solution using Microsoft SQL Server 2008	T/600/4298	4	10	54	X	✓
164	Implement and maintain Microsoft SQL Server 2005 Business Intelligence	D/600/4294	4	13	94	X	✓

OCR Unit No	Group B: Optional units Vender units Unit Title	URN	Unit Level	Credit	GLH	Level 2 Diploma	Level 3 Diploma
165	MCAD skills to MCPD Web developer by using the Microsoft .NET Framework	A/600/4366	4	13	98	X	✓
166	MCAD skills to MCPD Windows developer by using the Microsoft .NET Framework	F/600/4367	4	13	98	X	✓
167	MCAD skills to MCTS Web applications by using the Microsoft .NET Framework	Y/600/4374	4	12	90	X	✓
168	MCAD skills to MCTS Windows applications by using the Microsoft .NET Framework	R/600/4373	4	12	90	X	✓
169	Microsoft .NET Framework 3.5, X ASP.NET application development	A/600/4383	4	7	35	X	✓
170	Optimizing and maintaining a database administration solution by using Microsoft SQL Server 2005	Y/600/4293	4	10	54	X	✓
171	Planning, deploying, and managing Microsoft Systems Management Server 2003	J/600/4225	4	12	84	X	✓
172	Planning, implementing, and maintaining a Windows Server 2003 Active Directory Infrastructure	J/600/4242	4	11	55	X	✓
173	Transition your MCITP SQL Server 2005 BI Developer to MCITP SQL Server 2008 BI Developer	T/600/4303	4	5	34	X	✓
174	Transition your MCITP SQL Server 2005 DBA to MCITP SQL Server 2008	K/600/4301	4	5	34	X	✓
175	Transition your MCITP SQL Server 2005 DBD to MCITP SQL Server 2008 DBD	M/600/4302	4	5	34	X	✓
176	Upgrade MCDBA skills to MCITP database administrator by using Microsoft SQL Server 2005	K/600/4296	4	13	98	X	✓
177	Upgrading your MCSE on Windows Server 2003 to Windows Server 2008, Technology Specialist	T/600/4382	4	13	84	X	✓

OCR Unit No	Group B: Optional units Vender units Unit Title	URN	Unit Level	Credit	GLH	Level 2 Diploma	Level 3 Diploma
178	Windows Embedded CE 6.0 development	Y/600/4388	4	10	54	X	✓
186	Configuring Microsoft Exchange Server 2007	J/502/3556	3	12	90	✓	✓
187	MTA: Software Development Fundamentals	M/602/6347	2	10	80	✓	✓
188	MTA: Windows Development Fundamentals	T/602/6348	2	10	80	✓	✓
189	MTA: Web Development Fundamentals	F/602/6353	2	10	80	✓	✓
190	Windows Server Administration Fundamentals	T/602/6351	2	10	80	✓	✓
191	MTA: Security Fundamentals	A/602/6349	2	10	80	✓	✓
192	MTA: Networking Fundamentals	M/602/6350	2	10	80	✓	✓
193	MTA: Database Administration Fundamentals	A/602/6352	2	10	80	✓	✓
194	Windows 7, Configuring	Y/601/6797	2	6	50	✓	✓
202	TS: Silverlight 4, Development	L/503/4588	3	12	75	✓	✓
203	TS: Windows Applications Development with Microsoft .NET Framework 4	R/503/4589	3	10	65	✓	✓
204	TS: Windows Communication Foundation Development with Microsoft .NET Framework 4	J/503/4590	3	6	40	✓	✓
205	TS: Web Applications Development with Microsoft .NET Framework 4	R/503/4592	3	9	60	✓	✓
206	TS: Accessing Data with Microsoft .NET Framework 4	Y/503/4593	3	8	50	✓	✓
207	PRO: Designing and Developing Windows Applications using Microsoft .NET Framework 4	D/503/4594	4	12	80	X	✓
208	PRO: Designing and Developing Web Applications using Microsoft .NET Framework 4	H/503/4595	4	12	80	X	✓

OCR Unit No	Group B: Optional units Vender units Unit Title	URN	Unit Level	Credit	GLH	Level 2 Diploma	Level 3 Diploma
209	TS: Microsoft SharePoint 2010, Application Development	K/503/4596	3	10	65	✓	✓
210	PRO: Designing and Developing Microsoft SharePoint 2010 Applications	M/503/4597	4	10	70	X	✓
211	PRO: Designing and Developing Windows Azure Applications	T/503/4598	4	10	70	X	✓
212	TS: Windows Server 2008 R2, Server Virtualisation	A/503/4599	4	9	65	X	✓
213	TS: Microsoft Exchange Server 2010, Configuring	H/503/4600	3	12	75	✓	✓
214	PRO: Designing and Deploying Messaging Solutions with Microsoft Exchange Server 2010	K/503/4601	4	12	80	X	✓
215	TS: Microsoft Lync Server 2010, Configuring	M/503/4602	3	6	40	✓	✓
216	PRO: Microsoft Lync Server 2010, Administrator	T/503/4603	4	9	65	X	✓
217	TS: Microsoft SharePoint 2010, Configuring	A/503/4604	3	8	50	✓	✓
218	PRO: Microsoft SharePoint 2010, Administrator	F/503/4605	4	11	75	X	✓
219	TS: Windows Server 2008 R2, Desktop Virtualisation	K/503/1598	3	8	70	✓	✓
220	Windows Vista for the Business Worker	J/503/4606	2	4	25	✓	✓

OCR Unit No	Group B: Optional unit Restricted units Unit Title	URN	Unit Level	Credit	GLH	Level 2 Diploma	Level 3 Diploma
179	IT security for users	Y/502/4257	2	2	15	✓	✓
180	IT security for users	D/502/4258	3	3	20	✓	✓
181	IT user fundamentals	L/502/4207	2	3	20	✓	✓
182	Optimise IT system performance	H/502/4245	2	4	30	✓	✓
183	Optimise IT system performance	K/502/4246	3	5	30	✓	✓
184	Set up an IT system	L/502/4210	2	4	30	✓	✓

OCR Unit No	Group B: Optional unit Restricted units Unit Title	URN	Unit Level	Credit	GLH	Level 2 Diploma	Level 3 Diploma
185	Set up an IT system	R/502/4211	3	5	40	✓	✓

2.4 Barred combinations and exemptions

Some units are available at different levels, only one level can be counted as part of the rule of combination for these qualifications. The following tables list the units that are barred with each other.

2.4.1 Generic optional units barred combinations:

	Unit	URN	Unit Level	Unit Title	Level 2 Diploma	Level 3 Diploma
One of	4	A/601/3164	Level 2	Computer games development	✓	✓
	5	F/601/3165	Level 3	Computer games development	✓	✓
One of	6	L/601/3167	Level 2	Creating a procedural computer program	✓	✓
	7	R/601/3171	Level 3	Creating a procedural computer program	✓	✓
	8	T/601/3311	Level 4	Designing and developing procedural computer programs	X	✓
One of	9	T/601/3177	Level 2	Creating an event driven computer program	✓	✓
	10	F/601/3179	Level 3	Creating an event driven computer program	✓	✓
	11	J/601/3300	Level 4	Designing and developing event-driven computer programs	X	✓
One of	12	A/601/3181	Level 2	Creating an object oriented computer program	✓	✓
	13	L/601/3184	Level 3	Creating an object oriented computer program	✓	✓
	14	T/601/3308	Level 4	Designing and developing object-oriented computer programs	X	✓
One of	195	T500/7157	Level 1	Customer care in ICT	X	✓
	15	A/500/7158	Level 2	Customer care in ICT	✓	✓
	16	F/500/7159	Level 3	Customer care in ICT	✓	✓
One of	17	A/601/3200	Level 2	Data modelling	✓	✓
	18	L/601/3203	Level 3	Data modelling	✓	✓
One of	19	T/502/1110	Level 2	IT project management 2	✓	✓
	20	L/502/1114	Level 3	IT project management 3	✓	✓
One of	21	D/500/7329	Level 2	Software installation and upgrade	✓	✓
	22	R/500/7330	Level 3	Software installation and upgrade	✓	✓
One of	23	Y/500/7331	Level 2	System Management	✓	✓
	24	D/500/7332	Level 3	System Management	✓	✓

	Unit	URN	Unit Level	Unit Title	Level 2 Diploma	Level 3 Diploma
One of	25	F/601/3506	Level 2	Technical advice and guidance	✓	✓
	26	J/601/3507	Level 3	Technical advice and guidance	✓	✓
One of	27	T/601/3292	Level 2	Technical fault diagnosis	✓	✓
	28	A/601/3293	Level 3	Technical fault diagnosis	✓	✓
One of	29	A/500/7354	Level 2	Testing ICT systems	✓	✓
	30	F/500/7355	Level 3	Testing ICT systems	✓	✓
One of	31	H/500/7378	Level 2	User profile administration	✓	✓
	32	K/500/7379	Level 3	User profile administration	✓	✓
One of	40	K/500/7382	Level 2	Working with ICT hardware and equipment	X	✓
	199	M/500/7383	Level 3	Working with ICT hardware and equipment	X	✓
	200	T/500/7221	Level 4	Working with ICT hardware and equipment	X	✓
One of	196	T/500/7207	Level 2	Interpersonal and written communication	X	✓
	198	A/500/7208	Level 3	Interpersonal and written communication	X	✓

2.4.2 Restricted optional unit barred combinations:

	Unit	URN	Unit Level	Unit Title	Level 2 Diploma	Level 3 Diploma
One of	179	Y/502/4257	Level 2	IT security for users	✓	✓
	180	D/502/4258	Level 3	IT security for users	✓	✓
One of	182	H/502/4245	Level 2	Optimise IT system performance	✓	✓
	183	H/502/4246	Level 3	Optimise IT system performance	✓	✓
One of	184	L/502/4210	Level 2	Set up an IT system	X	✓
	185	R/502/4211	Level 3	Set up an IT system	X	✓

2.4.3 Vendor unit barred combinations:

	Unit	URN	Unit Level	Title	Level 2 Diploma	Level 3 Diploma
One of	68	K/601/7422	Level 3	Cisco Exploration Accessing the WAN	✓	✓
	61	L/601/6909	Level 3	Cisco Discovery Designing and Supporting Computer Networks	✓	✓
One of	69	K/601/7453	Level 3	Cisco Exploration LAN Switching and Wireless	✓	✓
	62	Y/601/6900	Level 3	Cisco Discovery Introducing Routing and Switching in the Enterprise	✓	✓
One of	70	A/601/7537	Level 3	Cisco Exploration Network Fundamentals	✓	✓

	Unit	URN	Unit Level	Title	Level 2 Diploma	Level 3 Diploma
	63	M/601/6840	Level 3	Cisco Discovery Networking for Home and Small Business	✓	✓
One of	71	H/601/7421	Level 3	Cisco Exploration Routing Protocols and Concepts	✓	✓
	64	D/601/6820	Level 3	Cisco Discovery Working at a Small-to-Medium Business or ISP	✓	✓
One of	75	A/602/1393	Level 3	CompTIA Network+ 2009	✓	✓
	76	L/500/7312	Level 3	CompTIA Network+	✓	✓
One of	77	K/501/3599	Level 3	CompTIA Security+	✓	✓
	78	L/602/1397	Level 3	CompTIA Security+ 2008	✓	✓
One of	79	R/501/3600	Level 3	CompTIA Server+	✓	✓
	80	R/502/1397	Level 3	CompTIA Server+ 2009	✓	✓
One of	151	H/600/4295	Level 4	Designing a business intelligence infrastructure by using Microsoft SQL Server 2005	X	✓
	152	H/600/4300	Level 4	Designing a business intelligence infrastructure using Microsoft SQL Server 2008	X	✓

Please note for both Level 2 and Level 3 qualifications, the units 113 and 112 are barred with the units as detailed in the table below:

Unit	URN	Unit Level	Title	Unit No.	URN
				Barred with	
112	K/501/2968	Level 3	Interconnecting Cisco Networking Devices (CCNA Parts 3 and 4)	63 64 70 71	M/601/6840 D/601/6820 A/601/7537 H/601/7421
				Barred with	
113	H/501/2967	Level 3	Introduction to Cisco Networking Technologies (CCNA parts 1 and 2)	61 62 68 69	L/601/6909 Y/601/6900 K/601/7422 K/601/7453

2.4.4 Exemptions

Exemptions specify when a candidate can count credits from units achieved in other QCF qualifications in place of units identified in the qualification's rule of combination. The following table lists the units in these qualifications where there are exemptions.

Only candidate achievements in the last 3 years will be accepted as evidence towards these qualifications.

Old Unit Title	Old Unit Reference	Unit Level	New QCF Reference	New Unit No	New Unit Title
Health and safety in ICT and contact centres	K/102/7607	1	Y/500/7183	3	Health and safety in ICT
Customer Care	M/102/7608	1	T/500/7157	195	Customer Care in ICT
Customer Care	D/102/7619	2	A/500/7158	15	Customer Care in ICT
Interpersonal and written communication	Y/102/7621	2	T/500/7207	196	Interpersonal and written communication
System Management	F/102/7645	2	Y/500/7331	23	System Management
Software Installation and upgrade	A/102/7644	2	D/500/7329	21	Software Installation and upgrade
Testing ICT Systems	R/102/7651	2	A/500/7354	29	Testing ICT Systems
User profile administration	L/102/7650	2	H/500/7378	31	User profile administration
Working with ICT hardware equipment and systems	Y/102/7652	2	K/500/7382	40	Working with ICT hardware and equipment
Customer Care	K/102/7655	3	F/500/7159	16	Customer Care in ICT
Interpersonal and written communication	M/102/7656	3	A/500/7208	198	Interpersonal and written communication
Remote support for products and services	T/102/7657	3	D/500/7217	37	Remote support for products and services
Managing software development	T/102/7660	3	T/500/6798	197	Managing software development
Quality management of ICT products and services	A/102/7661	3	T/500/7210	36	Quality management of ICT products and services
Security of ICT systems	F/102/7662	3	D/500/7220	38	Security of ICT systems
Software installation and upgrade	R/102/7665	3	R/500/7330	22	Software installation and upgrade
System management	Y/102/7666	3	D/500/7332	24	System management
System operation	D/102/7667	3	A/500/7340	39	System operation
Testing ICT Systems	M/102/7673	3	F/500/7355	30	Testing ICT Systems
User profile administration	H/102/7671	3	K/500/7379	32	User profile administration
Working with ICT hardware equipment and systems	K/102/7672	3	M/500/7383	199	Working with ICT hardware and equipment

3 Apprenticeship information

How do I get a certificate for the apprenticeship?

The IT, Software, Web and Telecoms Professionals Apprenticeship is certificated by e-skills. For full details of this see [apprenticeship framework](#) on the e-skills website.

OCR offers all of the qualifications required for these apprenticeships.

3.1 About the apprenticeships

The IT, Software, Web and Telecoms Professionals Apprenticeship Framework allows the apprentice to gain the technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off-the-job training and embedding new skills in a real work context. This broader mix differentiates the apprenticeship experience from training delivered to meet narrowly focused job needs.

Working in the IT and Telecoms industries not only calls for technical know-how but also for other skills, from business to interpersonal, and this apprenticeship is designed to provide knowledge and skills across all these aspects.

The Knowledge qualifications in the apprenticeship framework provide apprentices with broad underpinning knowledge and are designed to be suitable for all job roles in the sector.

The Competence qualifications in the apprenticeship are assessed in the workplace and contain a wide range of units that can be selected by employers, apprentices and training providers to match any of the job roles required in the sector. In addition to generic IT units, the Competence qualifications include vendor units which cover industry recognised content from Microsoft, Cisco, Oracle VMware and CompTIA.

On completion of the Level 2, Intermediate Apprenticeship, apprentices will have the skills, knowledge and competence required to undertake job roles such as Support Technician, Website Administrator, Helpdesk Professional or Field Operator (line installer and repairer).

On completion of the Level 3, Advanced Apprenticeship, apprentices will have the skills, knowledge and competence required to undertake job roles such as Software or Web Developer, Desktop Support Engineer, Network Planner, Database Administrator, Network Engineer or Software Tester.

Whether people are new to IT, want to progress, re-skill or up-skill, the IT, Software, Web and Telecoms Professionals apprenticeship will provide progression opportunities in employment or to Further or Higher Education.

3.2 What makes up an apprenticeship?

The Level 2 Intermediate Apprenticeship is approximately 310 guided learning hours (GLH).

The Level 3 Advanced Apprenticeship is approximately 539 guided learning hours (GLH).

There is no maximum time frame for the IT, Software, Web and Telecoms Professionals apprenticeships. Individual circumstances such as significant prior learning or the requirement to deliver some basic skills training first will result in a shorter or longer period of learning. The amount of time the apprenticeship takes will also be influenced by the opportunities available within the workplace and the level of support given by employers and learning providers.

For apprentices without the required level of functional skills there is an additional 135 GLH per functional skill.

Each apprenticeship includes the following OCR qualifications. Apprentices need to achieve the Competence Diploma, one of the Knowledge qualifications, ERR and Functional Skills. Details of the Cambridge Technical IT qualifications can be found on the [Cambridge Technicals webpage](#).

Level 2 Intermediate IT, Software, Web and Telecoms Professionals Apprenticeship

Competence qualification: OCR Level 2 Diploma in ICT Professional Competence (PROCOM)

Knowledge qualifications (one of the following):

- OCR Level 2 Award in ICT Systems and Principles for IT Professionals (Technical)
- OCR Level 2 Cambridge Technical Certificate in IT
- OCR Level 2 Cambridge Technical Extended Certificate in IT
- OCR Level 2 Cambridge Technical Diploma in IT

Level 3 Advanced IT, Software, Web and Telecoms Professionals Apprenticeship

Competence qualification: OCR Level 3 Diploma in ICT Professional Competence (PROCOM)

Knowledge qualifications (one of the following):

- OCR Level 3 Certificate in ICT Systems and Principles for IT Professionals (Technical)
- OCR Level 3 Cambridge Technical Certificate in IT
- OCR Level 3 Cambridge Technical Introductory Diploma in IT
- OCR Level 3 Cambridge Technical Subsidiary Diploma in IT
- OCR Level 3 Cambridge Technical Diploma in IT
- OCR Level 3 Cambridge Technical Extended Diploma in IT

Transferrable skills for Level 2 and Level 3 Apprenticeships:

- Employee Rights and Responsibilities
- Functional Skills.

Functional Skills:

Apprentices who have achieved a GCSE grade A*-C in Maths, English and ICT will be exempt from completing the corresponding Functional Skills, if these were gained within 5 years of beginning the Apprenticeship programme.

4 Centre assessor and internal standardisation requirements

This section provides information about centre assessor and internal standardisation requirements for these competence qualifications assessed in the work place centre and externally moderated by OCR.

4.1 Assessment centre requirements

Assessors should have the relevant level of subject knowledge and skills/industry experience to assess these qualifications.

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

The exemplification contained within each unit is not exhaustive. This may be expanded or tailored to particular contexts in which the unit is being assessed.

The occupational expertise of those undertaking the roles of assessment is one of the key factors underpinning valid, fair and reliable assessment. The integrity of assessments and quality assurance is of paramount importance.

4.2 Centre Assessor responsibilities

Assessment is an activity carried out by an individual either as a specific role or as part of a wider role e.g. teacher, tutor, supervisor, manager. The assessor is responsible for assessing candidates' evidence.

If you have more than one centre assessor we expect you to make sure that the quality and standard of assessment is consistent (see section 4.3).

Your centre is responsible for identifying staff that are able to act as assessors. We require assessors to be occupationally competent in the occupational areas they are assessing or have a sufficient level of subject knowledge and skills to assess candidates' work in accordance with the unit specifications. Where centre assessment fails to meet national requirements, as determined by the learning outcome and assessment criteria of the unit(s), the unit or claim may be withdrawn.

Assessors must:

- judge candidates' work against the assessment criteria identified in the units
- be able to interpret and make judgements on current working practices and technologies within the area of work
- identify valid and sufficient evidence (by annotating the evidence)
- assess evidence produced through real work to the recognised standards
- ensure candidates' work is authentic (see section 5.7)

- identify gaps in evidence and ensure gaps are filled before the unit is claimed and sent to the OCR moderator
- give feedback to candidates
- liaise with other assessors in the centre to ensure assessment decisions are to the required standard
- confirm candidate achievement by completing and signing the required OCR documentation (e.g. the witness statement, the Evidence Checklists, Submission Cover Sheets)
- ensure copies of candidates' work are saved before submission in case work is lost in the post. Please note we do not return work to you.
- maintain records of candidates' achievements which would be needed in the event of any submission or results enquiries
- confirm the use of a scribe where relevant.

Centre-assessed work is either posted or sent by email to the OCR moderator. The moderator samples the centre-assessed work in order to ensure that standards are met.

4.3 Centre standardisation for multiple assessors

If your centre has a number of assessors for these qualifications we recommend best practice is to carry out internal quality assurance and standardisation to ensure all work is assessed to the required standard.

If you are the only assessor in your centre for this qualification then best practice is to ensure that your assessment decisions are standardised. An example would be to ask another assessor for a different qualification or a suitably experienced colleague in your centre to review a sample of your assessment decisions.

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

- ensuring that all assessors are assessing to the required standard
- arranging regular standardisation meetings
- ensuring cross-moderation of work between assessors
- maintaining records of the outcome of cross-moderation activities
- advising centre assessors of any discrepancies in assessment
- suggesting ways in which assessment may be brought into line to meet the required standard.

5 Assessment and postal moderation

5.1 Initial assessment of candidates

It is important that you carry out an initial assessment to identify candidates' level of competence, knowledge and understanding and any potential gaps that need to be addressed.

This will also:

- help you and the candidates identify the most appropriate optional units
- allow you to plan the assessment
- enable candidates to understand the best place to start generating evidence.

See section 1.2 for information on prior learning and section 9.9 for recognition of prior learning.

5.2 How these qualifications are assessed

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

Please note we use the term moderator throughout this handbook. On Interchange you will see the term examiner-moderator.

Achievement at unit level is Pass or Fail.

Centre assessors must take responsibility for planning assessment with candidates. This will involve discussing details with candidates including:

- agreeing the best source of evidence to use for particular units
- determining the best way of assessing the candidate
- confirming the best times, dates and places for the assessments to take place
- agreeing a flexible timetable for unit completion and assessment.

Centre assessors must make sure that assessment methods used are safe and manageable and do not put unnecessary demand on the candidate and/or the organisation they work for.

5.3 Suitable to the needs of the candidate

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

For candidates who have access requirements see 'Access arrangements including special consideration' (see Section 9.10).

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

5.4 Evidence

The evidence for these qualifications must be assessed in the workplace and it is the assessors' responsibility to check that each criterion has been successfully met by the candidate before work is signed and sent for external moderation.

The units in this qualification should be assessed through real work and evidenced by the centre assessor or an expert witness observing the candidate in the workplace, or in the form of real work products as evidence specific assessment criteria.

Assessors are reminded that evidence of knowledge must be explicit and cannot be implicit within other forms of evidence. If candidates are required to "describe", "explain" etc then they must provide evidence of actually carrying this out. Assumptions of knowledge cannot be accepted based on performance evidence.

Where permitted by the unit specification, the work of individual candidates may be informed by working with others, for example, in undertaking a project, but candidates must provide an individual response to show they have met the assessment criteria.

The evidence must be accompanied by signed candidate Evidence Checklists detailing where the appropriate evidence can be found and the requirements have been met.

5.4.1 Amount of evidence needed

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

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

Additional items of evidence may be produced by the candidate, however, only the specific evidence required for each unit should be submitted for moderation.

Real work is where the candidate is engaged in activities that contribute to the aims of the organisation by which they are employed, for example in paid employment or working in a voluntary capacity.

5.4.2 Real work

Candidates undertaking the Level 2 or Level 3 Diploma in ICT Professional Competence (PROCOM) must complete real work activities in order to produce evidence to demonstrate they have met the National Occupational Standards (NOS) and are occupationally competent.

Candidate's performance is assessed within the workplace, this evidence should naturally occur within the candidate's work role. This will include the candidate's application of knowledge. This is essential for all mandatory units listed in Table of Units, Section 2.3. This principle applies to all competence units, except where simulation is acceptable (see section 5.4.3).

5.4.3 Simulation

Simulation is not allowed for the completion of mandatory units.

It is only permitted for aspects of optional units where a candidate is required to complete a work activity that is not required on a regular basis or does not naturally occur within their work role and therefore opportunities to complete a particular activity do not easily arise, such as:

- a candidate is required to respond to a situation that rarely occurs, such as responding to an emergency situation
- the safety of the candidate, other individuals and/or resources will be put at risk.

When simulation is used, assessors must be confident that the simulation replicates working activities in a realistic working environment to such an extent that candidates will be able to fully transfer their occupational competence to the workplace and real work situations.

A realistic working environment (for the purpose of simulated work activities) is regarded as one that replicates what is likely to happen when an individual is carrying out their normal duties and activities in a real working environment.

Internal quality assurance personnel must agree the use of simulated activities before they take place and must sample all evidence produced through the simulated activities (see section 4.3, Centre Standardisation).

5.4.4 Work products

Work products are produced in the workplace. They should be of naturally occurring practice within the candidate's role. The evidence presented for assessment may be the actual product or a record of the product e.g. installation plans, fault logs, test plans, minutes of meetings, manuals/user guides.

5.4.5 Candidate evidence checklists

We have designed an Evidence Checklist for each unit, these can be downloaded from our [website](#).

When you are satisfied that the candidate has met all of the requirements for the unit, you must confirm this by signing the evidence checklist for that unit to show the assessment process is complete. Where the evidence checklist is submitted electronically, the insertion of the tutor's name fulfils the same purpose.

5.5 Methods of assessment

Unless otherwise specified, all units may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. Centres are reminded that units must be assessed in the workplace and evidence of knowledge must be explicit and cannot be implicit within other forms of evidence. If candidates are required to "describe", "explain" etc then they must provide evidence of actually carrying this out.

We have identified the main assessment methods suitable for these qualifications:

- observation of practice by the assessor or expert witness for occupational specific units
- questioning of the candidate or witness by the assessor
- professional discussion
- examining work products e.g. installation plans, fault logs, test plans, minutes of meetings, manuals/user guides.
- examining written evidence e.g. tasks, projects
- simulation (see sections 5.4.2 and 5.4.3 for guidance on simulation and when it is allowed).

It is your responsibility to agree the best method of assessing a candidate in relation to their individual circumstances.

The methods agreed must be:

- valid
- reliable
- safe and manageable
- suitable for the candidate.

5.6 Witness statements / Tutor observation

Witness statements are a record of witness testimonies. A witness statement is used to support work or evidence sourced from confidential or sensitive material e.g. data protection. It should not be used to evidence achievement of a whole unit.

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

It is not acceptable for candidates to produce written witness statements for witnesses to sign.

Witness statements:

- must describe what they witnessed the candidate doing
- can be written or verbal accounts of the candidate's performance
- do not have to be written by the witness, they may be recorded by the assessor after discussion with the witness and confirmed as accurate by the witness
- can be used to directly support work or as evidence of work based on confidential or sensitive sources e.g. data protection
- should not contain a list of skills
- should not be used as evidence of achievement for a whole unit.

A centre assessor will then judge whether the evidence presented meets the standards required by the assessment criteria for the unit. Often it will be necessary for the assessor to contact witnesses to ensure:

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

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

- the candidate's name
- the date, time and venue of the activity
- a description of the activities performed by the candidate
- the date the statement was written
- a description of their relationship to the candidate
- the witness' signature and job title.

A witness statement template is available to download from the [qualification pages](#) in the Forms section. Your centre may use this form or a suitable alternative.

5.7 Authentication

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

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

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

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

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

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

Please note: You must confirm to us that the evidence produced by candidates is authentic by signing the Evidence Checklist (see section 5.4.5).which is available from the qualification [webpage](#).

5.8 Submitting claims

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

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

5.8.1 Postal submissions

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

- a printout of the full claim from Interchange
- a submission cover sheet for each candidate which can be downloaded from the [qualification pages](#)
- all relevant evidence.

Your centre should:

- clarify any assessment queries with OCR before submitting claims for centre-assessed work.
- make sure that work for each claim is packaged separately.

You **must** send the work to the moderator within 24 hours of submitting the claim via Interchange.

You should **not** submit:

- Centre assessed units to the moderator unless your assessor is satisfied that all the necessary criteria for an award of the unit have been met by the candidate.
- evidence in folders or plastic pockets but staple together evidence sheets in an appropriate order.
- work for more than one claim in the same package.

The moderation process must not be used as a means of obtaining a second opinion on assessment decisions.

We recommend that you use a secure form of delivery to send the candidates' portfolios to your allocated moderator.

After submitting your candidates work, the moderator will sample the centre's assessment decisions. If the decisions are correct we will normally issue certificates 21 working days after your submission.

Please note we:

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

5.8.2 Electronic submissions (email)

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

- a copy of the full claim from Interchange
- a submission cover sheet for each candidate which can be downloaded from our qualification [webpages](#)
- the Evidence Checklist
- all relevant evidence.

You should clarify any assessment queries with OCR before making claims for centre assessed work.

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

The moderation process must not be used as a means of obtaining a second opinion on assessment decisions.

You **must** make the work electronically accessible to the moderator within 24 hours of submitting the claim via Interchange.

After submitting your candidates work, the moderator will sample the centre's assessment decisions. If the decisions are correct we will normally issue certificates 21 working days after your submission.

Electronic submissions (email) - step-by-step guide

To submit work electronically to your moderator you need the 4 digit OCR mailbox address e.g. ocremxxxx@ocr.org.uk.

When you make entries for the qualification, see section 7.3, we will send a letter to your named contact (usually your exams officer) with the name, postal address and OCR mailbox address of your assessor. If you are unable to locate this information please contact our customer contact centre by phone: 024 76 851509 or by email at vocational.qualifications@ocr.org.uk.

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

The subject heading should include the **centre number, scheme/entry code and claim number** as indicated on Interchange. Each email should only contain the evidence of one claim number (see point 8 below/overleaf about size limitations).

Follow these guidelines:

1. You need to include a copy of the whole claim from Interchange.
2. Create one folder for each candidate and include:
 - the Submission Cover Sheet
 - the Evidence Checklist
 - the relevant evidence files.
3. If you are submitting more than one unit, create a sub-folder for each unit and include the Submission Cover Sheet in the main folder. The Evidence Checklist, where required, should also be included in the sub-folder for each unit.
4. Ensure all files show evidence of the assessor's marking. Evidence can be scanned to show marking or a tracking/marketing spreadsheet can be used.
5. If evidence is scanned, scan all pages the correct way (it is difficult to view pages on screen if they are scanned upside down). Also, scan prints in the correct sequence.
6. Hyperlinks can be incorporated into the Evidence Checklists in order to make it easier for the moderator to find which part of the evidence maps to the assessment criteria. Ensure that the links are relative, not absolute.
7. We accept any pdf, rar, zip, MS Office files (any version).
8. Size should be restricted to 10mb per email. If it is any larger, it should be split between emails and clearly labelled, e.g. **email 1 of 2, email 2 of 2**, etc.
9. Not all software packages are available to moderators; therefore, you can provide a screen shot of candidate evidence and put it into a word document. For a graphics unit you should save images as a .jpg.

5.8.3 Submissions using e-portfolios

To submit work electronically to your moderator you need the 4 digit OCR mailbox address e.g. ocremxxxx@ocr.org.uk.

When you make entries for the qualification, see section 7.3, we will send a letter to your named contact (usually your exams officer) with the name, postal address and OCR mailbox address of your assessor. If you are unable to locate this information please contact our

customer contact centre by phone: 024 76 851509 or by email at vocational.qualifications@ocr.org.uk.

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

Follow these guidelines:

- Ensure that the Submission Cover Sheet and the Evidence Checklist are included in the portfolio.
- Ensure that final candidate evidence is easy to find. Moderators will not have time to read through practice tasks in order to identify the final version.
- Ensure that all candidate evidence for each unit is contained within the same folder.

Please follow points 4-7 and 9 in the section on Electronic Submissions:

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

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

For enquiries relating to these qualifications, contact our Customer Contact Centre by phone: 024 76 851509 or by email at vocational.qualifications@ocr.org.uk .

5.9 External moderation – how it works

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

The moderation works on a process of sampling. If we identify any errors in your assessment decisions we then check that decision against all of your candidates. This system is well established as a highly accurate method of moderation. If, however, substantial errors are found in your assessment, the accuracy of the sampling procedure may become questionable, in which case we extend the sample and will potentially moderate all evidence within the claim.

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

The moderator will complete a centre feedback report for the claim; this will be available to view on Interchange, unless the whole claim is withdrawn. If our moderator has withdrawn the whole claim, rather than just individual candidates, we will send you the report directly (not via Interchange). If your centre assessment is satisfactory, arrangements will be made for certification.

If a moderator is unable to process a unit because work is missing, or it has not been claimed on Interchange, or the documentation is incorrect, a Centre Request Letter is forwarded to your centre by OCR Operations. You should provide the information on receipt of this letter so that moderation

can take place. If you do not respond promptly it may result in withdrawal of all, or part of the claim. A delayed response may also result in certificates not being received within the published timescales.

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

Moderators are not permitted to enter into direct contact with your centre. In no circumstances must your centre attempt to contact your moderator in any way other than through posting or emailing candidate work to the address provided to you by OCR. Any queries concerning the units or assessment must be directed to vocational.qualifications@ocr.org.uk or contact us by phone on 024 76 851509.

5.10 Centre feedback reports

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

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

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

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

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

5.11 Centre malpractice guidance

It is the responsibility of the Head of Centre¹ to report (in writing) all cases of suspected malpractice involving centre staff or candidates. A JCQ Report of Suspected Malpractice form (JCQ/M1), which is available to download from the JCQ website, should be completed and emailed to malpractice@ocr.org.uk.

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

Further information is contained in the publication: [OCR Malpractice Procedures - A Guide for Centres](#) and the JCQ publication: *General and Vocational Qualifications – Suspected Malpractice in Examinations and Assessments* which is available from www.jcq.org.uk.

¹ The Head of Centre is defined as the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, e.g. the Principal of a College, the Head Teacher of a school, the Managing Director of a Private Training Provider or the Group Training Manager of a major company.

6 Support

6.1 Free resources

The following materials are available from our [website](#):

- This centre handbook
- Units
- Structure overview of the PROCOM suite
- 'Which units can I use in which qualification' document

Forms which are used as assessment documents:

- Observation record sheet
- Witness testimony form
- Evidence checklists
- Candidate submission sheet
- Record of question and answer document
- Test Plan example

Your centre should use these documents, or you are free to design alternative recording sheets for your candidates to use. See the [Admin guide: Vocational Qualifications](#) for further details.

6.2 Assessment and administration queries

For queries about the assessment or administration of these qualifications please the Customer Contact Centre: Telephone: 024 76 851509 or email vocational.qualifications@ocr.org.uk

6.3 Interchange

Interchange has been designed to help you to carry out day-to-day administration functions online, quickly and easily. The site allows you to buy candidate entries, make claims, see the progress of your claims and read centre feedback. In addition, you will have immediate and free access to candidate information. Sign up at www.ocr.org.uk/ocr-for/exams-officers/interchange/.

6.4 Professional Development Programme

We are constantly looking for ways in which we can improve the support we offer to tutors and to make our professional development programme more accessible and convenient to all.

To find out more about our Professional Development Programme, please visit the CPD area of our [website](#).

6.5 Documents referred to in this handbook

Our publications

[Admin guide: Vocational Qualifications](#)

[Making entries for vocational qualifications via Interchange](#)

[Making online claims for vocational qualifications](#)

[Fees list](#)

JCQ publications: <http://www.icq.org.uk>

Access Arrangements, Reasonable Adjustments and Special Consideration

Suspected Malpractice in Examinations and Assessments

Ofqual: [Regulatory documents](#)

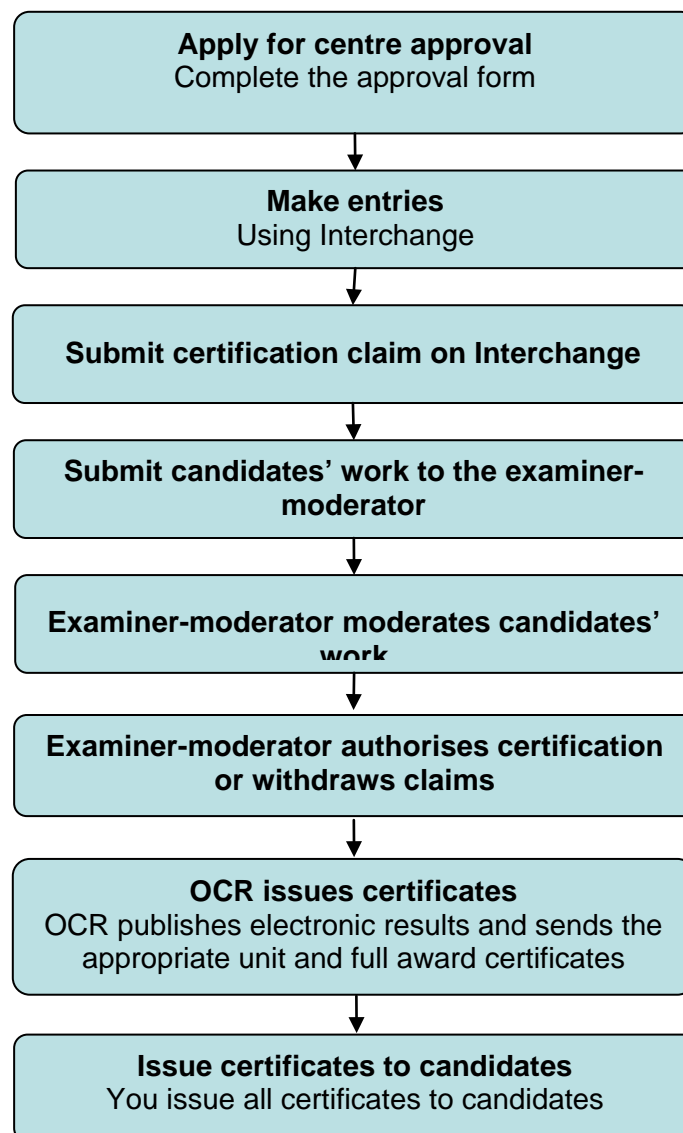
7 Administration

7.1 Overview of full process

The flow chart below provides a brief summary of the administration process for these qualifications.

For detailed information refer to our [Admin guide: Vocational Qualifications](#).

7.1.1 Administration flowchart for moderated qualifications



7.2 How to apply for centre approval

Your centre can either complete and submit the electronic [Centre Approval Form](#) available on our website or download the form and return the paper version to OCR Operations.

If you have any queries about centre approval contact our Customer Contact Centre on 024 7685 1509.

7.3 Making entries

7.3.1 Entry codes

You can enter candidates for the full qualification or by individual unit using the following qualification entry codes:

OCR entry code	Title	Qualification Number
08737	OCR Level 2 Diploma in ICT Professional Competence (PROCOM)	501/0735/5
10262	OCR Level 3 Diploma in ICT Professional Competence (PROCOM)	501/1124/3

The units and any supporting documentation for these qualifications are available on the [webpage](#).

7.3.2 Qualification or unit entries

Centres must have been approved to offer these qualifications in order to make entries. We recommend your centre applies to become an approved centre well in advance of making their first entries.

Entries must be made via Interchange - OCR's secure extranet facility. For full details of the process see [Making entries for vocational qualifications via Interchange](#).

Centres must have made an entry for a qualification or a unit in order for us to provide assessor details.

Candidates should be entered either for the full qualification **or** individual units; they should not be entered for both.

Options for candidate entry:

- Full qualification entry – Where candidates intend to complete the whole qualification, rather than just individual units, they can be entered for the full qualification. This is often a more cost-effective way of making entries. However if the candidate does not complete the full qualification, the remaining units cannot be transferred to another candidate. Following qualification achievement, if a candidate wishes to progress to the next size of qualification e.g. from an Award to a Certificate, you could buy additional units or a full qualification entry. Please see the [fees list](#) for qualification and unit fees.

- Unit entry – Candidates can build their qualification unit by unit. This entry route may be useful if your centre is unsure whether a candidate is intending to complete the full qualification.

Route for making entries:

- Named entry – You provide specific candidate information (e.g. name and date of birth) for each qualification. The advantage of named entry is that any materials we supply are personalised, requiring less manual work later.
- Unnamed entry – This allows you to order a number of units or qualifications in bulk, without specifying who will be taking them. Although this increases the flexibility of the administration, it may increase the administrative burden later in the process.

7.4 Unique Learner Numbers (ULN) and the Personal Learning Record (PLR)

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

The Personal Learning Record (PLR) is a permanent, online record of a candidate's qualifications and achievements and supports Credit Accumulation and Transfer (CAT). Each unit and qualification in the Qualifications and Credit Framework (QCF) has a credit value. The PLR enables learners to accumulate a record of their achievements within one place and supports the transfer of credit for these units between learning providers and Awarding Organisations, therefore supporting learners to gain full qualifications.

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.

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.

When making entries via Interchange, for candidates with a ULN, you should enter the ten digit number in the ULN field.

Further information about this can be found in the [Admin guide: Vocational Qualifications](#) and at the [Learner Records Service](#).

7.5 How to make certificate claims

All claims should be carried out via OCR Interchange. For full details of the process see [Making online claims for vocational qualifications](#).

Please note that for postally moderated qualifications the work must be sent to the OCR moderator within 24 hours of the claim being made on Interchange.

Where candidates achieve the qualifications/units we will normally issue certificates 21 working days after you submit your candidate work correctly to the examiner moderator.

7.6 Enquiries about results

Please refer to the [Admin guide: Vocational Qualifications](#).

8 Certification

Candidates who achieve the full qualification will receive:

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

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

8.1 Claiming certificates

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

For details on how to make online claims for QCF qualifications see the step-by-step guide; [Making online claims for vocational qualifications](#).

8.2 Multiple certificates recognising candidate achievement

Your centre may receive certificates for qualifications that are part of a suite the candidate has not been entered for. For example, a candidate entered for and achieving a Diploma qualification, will also receive the Award and Certificate as they achieve the required units.

As your centre claims units for one of these qualifications, our system will, for each candidate, validate the combination of units matching the rule of combination for this qualification.

In the process we will also check against the OCR candidate number:

- for OCR qualifications/units already claimed and if these contribute to this qualification
- to identify if this claim contributes to the achievement of the rule of combination for other OCR qualifications.

If this is the case certificates will be automatically generated to recognise the candidate's achievement.

8.3 Replacement certificates

For details on replacement certificates see the [Admin guide: Vocational Qualifications](#).

9 Other information

9.1 National Occupational Standards (NOS)

These qualifications provide a key progression route between education and employment or further study/training leading to employment. They are directly relevant to the needs of employers and relate to [e-Skills](#) IT and Telecoms National Occupational Standards (NOS).

9.2 Functional skills signposting

Training provided for these qualifications may help to prepare candidates for 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.

9.3 Avoidance of bias

We have taken great care in the preparation of these qualifications to avoid bias of any kind. Special focus is given to the 9 strands of the Equality Act with the aim of ensuring both direct and indirect discrimination is avoided.

9.4 Regulatory requirements

These qualifications comply with Ofqual's *General Conditions of Recognition* and Ofqual's *Regulatory Arrangements for the Qualifications and Credit Framework (Ofqual, August 2008)*.

These qualifications have been regulated by Ofqual for delivery in England and Northern Ireland during the life of the qualifications and approved by the Welsh Government for use by centres in Wales.

Ofqual regulates qualifications, examinations and assessments in England and vocational qualifications in Northern Ireland. It does not regulate degrees.

CCEA regulates non-vocational qualifications in Northern Ireland.

The Welsh Government regulates qualifications, examinations and assessments in Wales. It does not regulate degrees.

9.5 Language

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

9.6 Mode of delivery

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

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

We do not specify the mode of study or a time limit for the achievement of these qualifications other than the last entry/last certification dates. We will notify you at least 6 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](#).

9.7 Centre resources and requirements

Your centre should ensure that appropriate physical resources are made available to candidates. Each unit will contain guidance on the resources required.

Your centre must provide appropriate assessment facilities for candidates that comply with our regulations stated in the [Admin guide: Vocational Qualifications](#).

9.8 Delivery in Wales and 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 neutral terms have been used so that candidates may apply whatever is appropriate to their own situation.

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

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

9.9 Recognition of Prior Learning (RPL)

Within the QCF, recognition of prior learning (RPL) is defined as 'A method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.' ([Regulatory arrangements for the Qualifications and Credit Framework Ofqual/08/3726](#)). We encourage the use of RPL and your centre should advise their learners that they can bring forward any relevant learning (gained either informally or formally) so that it can be assessed against the assessment criteria specified in the unit, or units, the learner aims to complete.

It is important that your centre make it clear to their learners that the RPL process is concerned with how the learner has acquired the knowledge, understanding or skills, it does not mean the learner is exempt from the assessment.

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

9.10 Access arrangements and special consideration

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

It is important that your centre identifies, 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 your centre. Centre staff should consult the Joint Council of Qualifications' (JCQ) booklet *Access Arrangements, Reasonable Adjustments and Special Consideration* www.jcq.org.uk.

You should also refer to this document for candidates who require a post-examination adjustment (special consideration) to reflect temporary illness, indisposition or injury at the time the assessment was taken.

For further guidance on access arrangements and special consideration refer to the [Admin guide: Vocational Qualifications](#).

9.11 Wider issues

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

Tutors delivering a programme of learning leading towards this qualification will have opportunities to develop candidates' understanding of ethical, social and moral values throughout the units, for example:

- social and cultural values could be addressed through the exploration of the way in which IT Professionals interact with end-users
- social, cultural and ethical issues could be explored through the way in which organisations use IT
- ethical and moral issues could be explored through a review of confidentiality and security issues in relation to the use of IT
- ethical and moral issues could be explored in relation to responsibilities of those who work with data to ensure that information is accurate and provides an accurate and honest representation of facts
- health and safety issues could be explored in relation to the use of equipment and the importance of ensuring the safety of people, equipment and premises
- health and safety could also be addressed through the review of working practices and through consideration of relevant legislation and procedures

- environmental issues could be addressed through the exploration of the way in which resources are used and disposed of
- European developments could be explored through discussion of regulations in areas such as data security, health and safety and environmental issues.

All practical units should be undertaken observing the relevant health and safety regulations.

10 Contacting us

10.1 Customer feedback and enquiries

If you have any comments or enquiries about the qualifications in this handbook, or any of our other vocational qualifications, you can contact one of 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 could also visit our website at www.ocr.org.uk for further information about our qualifications.

10.2 Complaints

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

If you are not satisfied with a product or service we have 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

Contact our Customer Contact Centre on:

telephone: 024 76 851509

by email – send your email to complaints@ocr.org.uk

by phone/fax contact our Customer Contact Centre on:

Telephone: 024 76 851509
Fax: 024 76 421944

11 Qualification summary

11.1 Level 2 Diploma in ICT Professional Competence (PROCOM) summary

OCR entry code	08737	Qualification Number (QN)		501/0735/5
Approved age group	Pre-16	16-18	18+	19+
		✓		✓
This qualification is suitable for	<ul style="list-style-type: none"> • candidates working in a job role in the IT and Telecoms sector • candidates studying for career development and who are already in employment • candidates undertaking the Intermediate, Level 2, IT, Software, Web & Telecoms Professionals apprenticeship • candidates wishing to gain a Level 2 qualification to support further study in Further Education (FE) in the IT and Telecoms sector or another related subject area 			
Entry requirements	There are no formal entry requirements for this qualification.			
Credit requirement	Minimum credit is 48 credits			
Structure and options	Mandatory Group A			9 credits
	Minimum credit from optional Group B			39 credits
	Minimum credit to be achieved from optional Group B at level 2 or above			23 credits
Assessment model	<p>This qualification is pass/fail.</p> <p>This qualification is internally assessed by centre assessors and externally moderated by OCR.</p>			
Last date to enter candidates	This is the operational end date in the Register of Regulated qualifications. We will always provide you with advance notice when setting a last entry date and a last certification date.			

11.2 Level 3 Diploma in ICT Professional Competence (PROCOM) summary

OCR entry code	10262	Qualification Number (QN)		501/1124/3
Approved age group	Pre-16	16-18	18+	19+
		✓		✓
This qualification is suitable for	<ul style="list-style-type: none"> • candidates working in a job role in the IT and Telecoms sector • candidates studying for career development and who are already in employment • candidates undertaking the Advanced, Level 3, IT, Software, Web & Telecoms Professionals apprenticeship • candidates wishing to gain a Level 3 qualification to support further study in Further Education (FE) and Higher Education (HE) in the IT and Telecoms sector or any other related subject area 			
Entry requirements	There are no formal entry requirements for this qualification.			
Credit requirement	Minimum credit is 72 credits			
Structure and options	Mandatory group A			12 credits
	Minimum credit from optional Group B			60 credits
	Minimum credit to be achieved from optional Group B at level 3 or above			35 credits
Assessment model	<p>This qualification is pass/fail.</p> <p>This qualification is internally assessed by centre assessors and externally moderated by OCR.</p>			
Last date to enter candidates	This is the operational end date in the Register of Regulated qualifications. We will always provide you with advance notice when setting a last entry date and a last certification date.			