

Supporting Teaching and Learning in Schools

Centre Handbook

OCR Level 3 Certificate in Supporting Teaching and Learning in Schools

Scheme code 04468

OCR Level 3 Certificate in Cover Supervision of Pupils in Schools

Scheme code 04469

OCR Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

Scheme code 04470

These qualifications closed for entries on 31/08/2020
Last certification will be 30/09/2022

Version 4 Issued November 2021

Key updates to this handbook

Section	Title of section and change	Version and date issued
Front cover	Last Entry and Last Certification date added.	Version 4 November 2021
All sections	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:	
1	1.3 Funding – content updated 1.5 Performance information – new section	
2	2.5 Wider issues – content updated 2.7 Resources – content updated	
3	Title updated and introductory paragraph added 3.1 Overview of the assessment – new section title and content updated 3.2 Initial assessment of learners - new section title and content updated 3.3 Planning assessment – new section title and content updated 3.6 Examining the evidence – content updated 3.18 Authentication – content updated 3.20 Reporting suspected malpractice – content updated 3.21 Quality assurance – how it works – new section title and content updated 3.22 Direct Claim Status (DCS) – new section	

Section	Title of section and change	Version and date issued
4	<p>Title updated and introductory paragraph added</p> <p>4.1 Assessment centre requirements – Content updated</p> <p>4.2 Centre assessor responsibilities – New section title and content updated</p> <p>4.3 Assessment and the Data Protection Act – New section</p> <p>4.4 Internal Quality Assurance Personnel (IQA) previously section 4.3. New section title and content updated.</p>	
5	<p>Introductory paragraph updated</p> <p>5.1 Claiming certificates – content updated</p> <p>5.2 Assessment review/appeals – new section title and content updated</p> <p>5.3 Replacement certificates – content updated</p>	
8	<p>8.1 Feedback and enquires – content updated</p> <p>8.2 Complaints – content updated</p> <p>8.3 Our Professional development programme– New section title and content updated</p> <p>8.4 Useful documents and links – content updated</p>	
All sections	<p>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:</p>	Version 3 January 2018
All sections	<p>Amended reference to the Admin Guide to the new Administration area on the OCR website</p> <p>References to the Qualifications and Credit Framework (QCF) have been changed to Regulated Qualifications Framework.</p>	
1	<p>1 Introduction – Updated</p> <p>1.1 About these qualifications – New section</p> <p>1.2 Qualification size – New section</p> <p>1.3 Funding – previously section 2.10. Information updated</p> <p>1.4 Unique Learner Number – previously section 2.5. Information updated</p>	

Section	Title of section and change	Version and date issued
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 how it works – Information updated 3.3 Assessment planning – Information updated 3.4 Making assessment decisions – Information updated 3.6 Examining the evidence – Information updated 3.15 Simulation – Information updated 3.16 Type of evidence – Information updated 3.17 Amount of evidence needed – Information updated 3.18 Authentication – New section 3.19 Cumulative assessment record (CAR) – Information updated 3.20 Reporting suspected malpractice – previously section 2.16. Information updated.	
5	5.1 Claiming certificates – Information updated 5.2 Enquiries about results – previously section 10.2. Information updated 5.3 Replacement certificates – previously section 5.2. Information updated.	
6	6.1 Qualification structure – Clarification that Unit 49 and Unit 50 is a barred combination 6.2 Units – Information updated	
7	7 Mapping and Signposting - previously section 9	
8	8 Further Support and Information – previously section 10. Information updated	
2.13	Correction to text to clarify that the qualifications are offered in England and Wales, but not Northern Ireland.	Version 2 June 2016
	First issue.	Version 1 September 2010

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1 Introduction

OCR entry code	Title	Qualification Number
04468	OCR Level 3 Certificate in Supporting Teaching and Learning in Schools	501/0042/7
04469	OCR Level 3 Certificate in Cover Supervision of Pupils in Schools	501/0240/0
04470	OCR Level 3 Diploma in Specialist Support for Teaching and Learning in Schools	501/0857/8

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.

Information about the administration of these qualifications is available on our [website](#).

You should ensure learners are informed of the title and level of the qualification they have been entered for and that Oxford Cambridge and RSA Examinations (OCR) is the awarding body for their chosen qualification.

1.1 About these qualifications

These qualifications provide valuable opportunities for learners 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

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 learner 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 learner will reasonably spend on any unsupervised learning or assessment activities (including homework) so they can successfully achieve their qualification.

Each qualification requires the following GLH and TQT:

OCR Level 3 Certificate in Supporting Teaching and Learning in Schools 180 GLH and 320 TQT.

OCR Level 3 Certificate in Cover Supervision of Pupils in Schools 185 GLH and 300 TQT.

OCR Level 3 Diploma in Specialist Support for Teaching and Learning in Schools 232 GLH and 440 TQT.

1.3 Funding

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

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

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

[Education and Skills Funding Agency](#) for funding education and training for children, young people and adults in England. This list was formerly known as the section 96

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

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

[NIEFQAN](#) – Approval of qualifications by the Department of Education in Northern Ireland.

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.

1.4 Unique Learner Number (ULN)

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.

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

Where a learner has a ULN, you must enter their ten digit number in the ULN field when making entries via Interchange. For learners who do not have a ULN, a claim will still be accepted if you leave this field blank, but OCR will not be able to send these achievements to the PLR.

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

1.5 Performance information

You will find information on:

- Performance tables for England on the [Department for Education](#) website
- performance points for Northern Ireland on the [Department of Education](#) website

Performance measures for Wales on Qualifications in Wales database (QiW). If you have any queries about the performance information then please email ims@wales.gsi.gov.uk.

2 General information

2.1 Qualification profile

OCR Level 3 Certificate in Supporting Teaching and Learning in Schools

OCR entry code	04468			
Qualification Number	501/0042/7			
Level	This qualification has been regulated in the Regulated Qualifications Framework (RQF) at Level 3			
Qualification structure	The credit required for this qualification is 32 credits. To achieve this qualification, learners must complete a total of 32 credits from 11 mandatory units.			
Guided Learning Hours (GLH)	180	Total Qualification Time (TQT)		320
Age group approved	Pre-16	16-18	18+	19+
		✓	✓	✓
This qualification is suitable for	This qualification is for those members of the school workforce who directly support the teaching and learning of pupils.			
Entry requirements	There are no formal entry requirements for this qualification.			
Assessment	These qualifications are pass/fail. These qualifications are internally assessed by centre staff and externally quality assured by OCR Assessors.			
Funding	Please see section 1.3 Funding .			
Last date to enter learners	This is the operational end date for the qualification. 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 regulated qualifications and our last entry/certification notification .			

OCR Level 3 Certificate in Cover Supervision of Pupils in Schools

OCR entry code	04469			
Qualification Number	501/0240/0			
Level	This qualification has been regulated in the Regulated Qualifications Framework (RQF) at Level 3			
Qualification structure	<p>The credit required for this qualification is 30 credits.</p> <p>To achieve this qualification, learners must complete a total of 30 credits from 11 mandatory units.</p>			
Guided Learning Hours (GLH)	185	Total Qualification Time (TQT)		300
Age group approved	Pre-16	16-18	18+	19+
		✓	✓	✓
This qualification is suitable for	This qualification is for those working in the role of Cover Supervisor in schools.			
Entry requirements	There are no formal entry requirements for this qualification.			
Assessment	<p>These qualifications are pass/fail.</p> <p>These qualifications are internally assessed by centre staff and externally quality assured by OCR Assessors.</p>			
Funding	Please see section 1.3 Funding .			
Last date to enter learners	<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 regulated qualifications and our last entry/certification notification.</p>			

OCR Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

OCR entry code	04470			
Qualification Number	501/0857/8			
Level	This qualification has been regulated in the Regulated Qualifications Framework (RQF) at Level 3			
Qualification structure	<p>The credit required for this qualification is 44 credits.</p> <p>Learners must achieve all 32 credits from the mandatory group, and an additional 12 credits from the optional groups.</p> <p>A minimum of 40 credits must be achieved at Level 3; the remaining credits can be at level 2, 3 or 4.</p> <p>Unit 20 Support bilingual learners Y/601/7724 is mandatory for learners selecting unit D/601/7725.</p> <p>Unit 22 Support disabled children and young people and those with special educational needs H/601/7726 is mandatory for learners selecting units Y/601/7707, M/601/8121, K/601/8134, M/601/8135 or F/601/8060.</p> <p>Unit 49 Provide leadership and direction for own area of responsibility T/600/9601 is barred with Unit 50 Set objectives and provide support for team members D/506/1875</p>			
Guided Learning Hours (GLH)	232	Total Qualification Time (TQT)		440
Age group approved	Pre-16	16-18	18+	19+
		✓	✓	✓
This qualification is suitable for	This qualification is for those members of the school workforce who directly support teaching and learning of pupils in schools in an area that requires specialist knowledge and skills. Additional optional units cover specialisms which may be a feature of the role at Level 3.			
Entry requirements	There are no formal entry requirements for this qualification.			
Assessment	<p>These qualifications are pass/fail.</p> <p>These qualifications are internally assessed by centre staff and externally quality assured by OCR Assessors.</p>			
Funding	Please see section 1.3 Funding .			
Last date to enter learners	<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 regulated qualifications and our last entry/certification notification.</p>			

2.2 Qualification aims

OCR Level 3 Certificate in Supporting Teaching and Learning in Schools

This qualification is for those members of the school workforce who directly support the teaching and learning of pupils. The qualification incorporates the units in the Level 3 Award in Supporting teaching and learning in schools. Additional units cover the generic knowledge and skills required to work in a teaching assistant or similar role at Level 3. It provides the underpinning knowledge and understanding for those directly supporting the teaching and learning of pupils in schools.

OCR Level 3 Certificate in Cover Supervision of Pupils in Schools

This qualification has been designed to meet the needs of the new role of Cover Supervisor within schools. It incorporates the units of the Level 3 Award in Supporting Teaching and Learning in Schools, and includes some units that are also in the Level 3 Certificate in Supporting Teaching and Learning in Schools. However, it also includes a unit on providing cover to reflect the differences between the Cover Supervisor and teaching assistant roles, to provide a more role specific qualification for Cover Supervisors. Learners moving from one role to the other will be able to demonstrate competence in the new role through the achievement of credit from specified additional units.

OCR Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

This qualification is for those members of the school workforce who directly support teaching and learning of pupils in schools in an area that requires specialist knowledge and skills. The qualification incorporates the units in the Level 3 Certificate in Supporting teaching and learning in schools. Additional optional units cover specialisms which may be a feature of the role at Level 3. The additional units are broadly equivalent to the optional units of the current Level 3 NVQ in Supporting Teaching and Learning.

2.3 Entry requirements

There are no formal requirements for entry to these qualifications.

These qualifications are available to anyone who is capable of reaching the required standards. They have been developed free from any barriers that restrict access or progression thereby promoting equal opportunities.

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

2.4 Progression opportunities

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

2.5 Wider issues

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

Spiritual, moral, ethical, social and cultural issues

Centre staff delivering a course that supports these qualifications would have opportunities to address spiritual, moral, ethical, social and cultural issues. For example, in Level 3 Unit 3 learners will need to understand child development and factors affecting this. Level 3 Unit 6 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 and health and safety considerations.

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

2.6 Mode of delivery

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

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

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

2.7 Resources

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

Learners 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 learners.

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

2.8 Access arrangements and special consideration

There can be adjustments to standard assessment arrangements on the basis of the individual needs of learners.

It is important, therefore, that centres identify as early as possible whether learners 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.

For further guidance on access arrangements and special consideration refer to the Exams Officers area of the [OCR website](http://www.ocr.org.uk).

If the tutor/assessor thinks any aspect of this qualification unfairly restricts access and progression, please email or call the [OCR Customer Support Centre](http://www.ocr.org.uk).

3 Verified assessment

This section provides guidance on verified assessment: how to plan and manage assessment and what controls must be applied throughout the process. Your centre must comply with [OCR's criteria for verified qualifications](#). Non-compliance with the OCR Criteria will result in sanctions and actions which your EQA will discuss with you at your visit and document on the EQA report.

3.1 Overview of the assessment

This qualification is internally assessed by centre assessors and quality assured by internal quality assurance personnel and externally quality assured by OCR.

Teaching and Learning

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

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

Evidence

When you are satisfied that your learner has met all of the requirements for a unit, you must sign an evidence record sheet to confirm the assessment process is complete.

3.2 Initial assessment of learners

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

This will also:

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

3.3 Planning assessment

Assessors must take responsibility for assessment planning with learners. This will involve agreeing a number of issues with learners including:

- agreeing the best source of evidence to use for particular units
- deciding the best way of assessing the learner
- 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 complete a record of their assessment planning and regularly give feedback to learners.

3.4 Making assessment decisions

It is not necessary for learners to meet all the criteria every time they carry out an activity but **it is necessary that all learners produce their own evidence to meet all assessment criteria**. They must consistently provide enough evidence for assessors to believe that the learner is competent in their working environment.

Centre assessors should:

- plan with the learners
- assess learner performance, knowledge and understanding
- look at the evidence
- question and give feedback to the learner working towards these qualifications.

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

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

3.5 Methods of assessment

It is the assessor's responsibility to agree the best method of assessing a learner in relation to their individual circumstances. The methods agreed must be:

- valid
- reliable
- safe and manageable
- suitable to the needs of the learner.

Valid

A valid assessment method is one that is capable of measuring the knowledge or skills in question. For example, a written test cannot measure a learner's practical skills or their ability to work well with others.

Validity can also be compromised if a learner does not understand what is required of them. For example, one valid method of assessing a learner's knowledge and understanding is to question them. If the questions posed are difficult for the learner to understand (not in terms of the content but the way they are phrased, for example), the validity of the assessment method is questionable.

As well as assessment methods being valid, the evidence presented must also be valid. For example, it would not be appropriate to present an organisation's policy on "child protection" as evidence towards the requirement of unit 7. It may be more appropriate for the learner and assessor to have a discussion about the policy and for the learner to explain how it is relevant, illustrated with examples from their work of their compliance to the requirements. This discussion could then be assessed by the assessor and recorded as evidence.

Reliable

A reliable method of assessment will produce consistent results for different assessors on each assessment occasion. Internal Quality Assurers (IQAs) must make sure that all assessors' decisions are consistent.

Safe and manageable

Assessors and Internal Quality Assurers (IQAs) must make sure that the assessment methods are safe and manageable and do not put unnecessary demands on the learner and/or the organisation they work for.

Suitable to the needs of the learner

OCR has tried to make sure that achievement of these qualifications is free from constraints outside the requirements of the learner's job role.

For learners who have access requirements please see [section 2.8 Access arrangements and special consideration](#).

If centre staff think that any aspect of these qualifications unfairly restricts access and progression, they should talk to their OCR EQA about this.

The main assessment methods which are suitable for these qualifications:

- **direct observation** of practice by a qualified assessor or by the expert witness for occupational specific units
- **examining the evidence** by an assessor
- **questioning** the learner or witness by an assessor
- **inference of knowledge** from direct observation.

In some situations, the assessor can speak to the learner to provide evidence of the learner's performance and knowledge (see [section 3.9 Professional discussion](#)).

3.6 Examining the evidence

Only approved and qualified assessors (see [section 4 Centre assessor and quality assurance personnel requirements](#)) may examine the evidence for the assessment of these qualifications.

Evidence can:

- reflect how the learner carried out the process
- be the product of a learner's work
- be a product relating to the learner's competence.

For example:

The process that the learner carries out could be recorded in an observation or witness testimony. It is the assessor's responsibility to make sure that the evidence a learner submits for assessment meets the requirements of the qualification.

The product of a learner's work could be, for example email messages from to or from colleagues, project reports, case studies, 'what if' questions, reflective accounts, professional discussions, written assignments. After the assessor has examined the evidence, the assessor must record an

assessment decision and the justification for the decision. The assessor should also give feedback to the learner.

Learners must not reference another individual's personal details in any evidence produced for summative assessment. It is the learner's responsibility to make sure evidence that includes another individual's personal details is anonymised to comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (GDPR).

After the assessor has examined the evidence, the assessor must record an assessment decision and the justification for the decision. The assessor should also give feedback to the learner.

3.7 Observation

Only approved and qualified assessors (see [section 4 Centre assessor and quality assurance personnel requirements](#)) may carry out observations for the assessment of these qualifications.

The assessor and learner should plan observations together but it is the assessor's responsibility to record the observation properly.

After the observation has taken place, the assessor needs to record an assessment decision and the justification for the decision. The assessor should also give feedback to the learner.

3.8 Questioning

Only approved and qualified assessors (see [section 4 Centre assessor and quality assurance personnel requirements](#)) may question a learner or witness for the assessment of these qualifications.

Questioning the learner is normally an ongoing part of the assessment process, and is necessary to:

- test a learner's knowledge of facts and procedures
- check if a learner understands principles and theories *and*
- collect information on the type and purpose of the processes a learner has gone through.

Assessors should ask open questions; that is questions where the learner has to give an answer (other than 'yes' or 'no'). Assessors should also be careful to avoid complicated questions which may confuse the learner.

It is important that assessors record assessment decisions after they have questioned the learner. They must record enough information to justify the decisions they make. This does not mean that assessors must record, word for word, the questions put to the learner and the answers the learner

gives. However, assessors must record enough information about what they asked and how the learner replied to allow the assessment to be verified.

Questioning witnesses is normally an ongoing part of validating written witness statements. However, questioning witnesses should not just be used for this purpose. Assessors should be able to speak to witnesses and record, in whatever way is suitable, the verbal statements of these witnesses. A record of verbal statement is a form of witness statement and could provide valuable evidence to confirm a learner's competence over a period of time.

3.9 Professional discussion

Professional discussion is a structured, planned and in depth discussion recorded by the assessor. It allows the learner to present evidence of competence and to demonstrate skills, knowledge and understanding through discussing the evidence and showing how it meets the requirements of the qualification. The assessor should guide the discussion by using open questioning, active listening and knowledge of the standards.

3.10 Witness testimonies

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

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

- the learner's name
- the date, time and venue of the activity carried out
- a description of the activities performed by the learner
- the date of writing the testimony
- a description of the witness' relationship to the learner
- their signature and job title
- their contact details (such as telephone number).

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

3.11 Personal statements

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

3.12 Performance evidence

Performance evidence provides proof of what a learner can do. Sometimes, performance evidence can also provide evidence of what a learner knows. Performance evidence can take the form of the following:

- products or outcomes of the learner's work (for example, things that the learner produced or worked on). The evidence presented for assessment may be the actual product or a record of the product
- if group work is used as evidence, the learner's contribution must be identified clearly. Other products (for example, company policies) may have been reproduced by someone else but relate to the learner and their competence
- proof of the way the learner carried out their work (that is, the process they went through). An assessor's observation of a learner or a witness' testimony both provides performance evidence and would be suitable for these qualifications.

3.13 Where evidence comes from

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

- performance evidence may come from a learner carrying out workplace activities
- knowledge evidence may come from a learner carrying out workplace activities or from the learner answering the assessor's questions.

3.14 Real work

The qualifications require that all assessment of the competence based units must take place within the workplace, and that observation should be of naturally occurring practice within the learner's work role. This will include the demonstration of the application of knowledge.

3.15 Simulation

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

3.16 Type of evidence

Evidence can take many forms, for example, written work, audio/visual recordings, digitally formatted documents, a product or photographs (of a product). It is not permitted to use photographs of children without parental permission.

3.17 Amount of evidence needed

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

For a learner to be judged competent in a unit, the evidence presented must satisfy all the assessment requirements and assessment criteria.

The quality and breadth of evidence provided should determine whether an assessor is confident that a learner is competent or not. Assessors must be convinced that learners working on their own can work independently to the required standard.

3.18 Authentication

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

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

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

Plagiarism

Learners must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and work submitted for external quality assurance where plagiarism is suspected will be reported to OCR and investigated. The outcome of the investigation may involve sanctions/penalties imposed on learners, staff and/or the centre.

Plagiarism sometimes occurs innocently when learners are unaware of the need to reference or acknowledge their sources. It is therefore important that centres make sure that learners understand that work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Learners may refer to research, quotations or evidence but they must list their sources.

If learner work has been copied from a published or electronic source, and has been referenced, this can still be classed as plagiarism. Where the copied work cannot be considered to be his/her own independent work and/or does not demonstrate the learner's own practice, understanding and knowledge of the subject.

The [JCQ Plagiarism in Assessments Guidance for Teachers/Assessors](#) provides further information.

Resubmitting work for assessment

While there are no restrictions on the number of times that a learner can resubmit evidence, it is the responsibility of the assessor to make sure that the details of any feedback and guidance are clearly recorded.

Resubmission at the centre assessment stage is intended to allow the learner to reflect on feedback and improve, but not to be an iterative process where they make small modifications through ongoing feedback to eventually achieve the desired level.

Please note: Your centre must confirm to us that the evidence produced by learners is authentic. The Evidence Record Sheet includes a declaration for learners to sign and is available from the webpage.

3.19 Cumulative assessment record (CAR)

Templates for the recording documents to be used in a **cumulative assessment record (CAR) are provided by OCR** or they may be designed by the centre and approved during the approval visit or by the OCR External Quality Assurer (EQA). The forms can be in any format but as a minimum they must contain the information identified on OCR's website. For further guidance please refer to the [OCR Administration area – Assessment area](#).

Learners must record, on the relevant documents, all the evidence presented for assessment. These records will also be used by the centre assessor and internal quality assurance personnel to record assessment decisions. They can also be used to record progress towards the achievement of units.

Filling in these documents, is an ongoing process involving discussion and agreement between the learner and their centre assessor. The learner should fill in and keep the CAR while working towards their qualification. A centre assessor may help the learner complete the CAR if necessary. It may be viewed by the centre's internal quality assurance personnel and OCR External Quality Assurer (EQA) for sampling purposes as part of the quality assurance process.

3.20 Reporting suspected malpractice

It is the responsibility of the Head of Centre¹ to report all cases of suspected malpractice involving centre staff or learners. A JCQ Report of Suspected Malpractice form (JCQ/M1 for learner suspected malpractice or JCQ/M2 for staff suspected malpractice) is available to download from the [JCQ website](#) and should be completed as soon as possible and emailed to malpractice@ocr.org.uk.

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

More information about reporting and investigating suspected malpractice and the possible sanctions and penalties which could be imposed, is contained in the [JCQ Suspected Malpractice Policies and Procedures document](#) available from the [JCQ website](#). Centres may also like to refer to the [OCR Website](#) for more details.

3.21 Quality assurance – how it works

Internal quality assurance

It is your centre's responsibility to appoint internal quality assurance personnel ([See section 4.4 Internal Quality Assurance Personnel \(IQA\)](#)) to manage the internal quality assurance (IQA) process.

The purpose of internal standardisation is to monitor standards and to ensure consistent and reliable assessment decisions across all staff, ensuring that all assessment requirements of the qualification are met. Internal standardisation provides a system for checking the quality of assessment to make sure that it is, valid, authentic, current, and reliable.

For this qualification you must carry out internal quality assurance to make sure that all learners' evidence is assessed consistently to the required standard.

A nominated member of staff (IQA) at your centre must take responsibility for the process and will:

- advise on interpretation of the standards, including feedback from previous assessments (where relevant)
- provide advice and support to centre assessors (staff who are assessing the qualification)

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

- monitor and observe assessment practice to ensure that all assessments are in line with the required standards.
- make sure feedback is given to all centre assessors and documented e.g. records of feedback
- maintain quality assurance documentation
- liaise with the allocated EQA.

There are three stages of assessment where internal standardisation plays a vital role: setting of assessments – including devising and/or modifying by centres, production of evidence and expectations and standardising centre staff assessment decisions.

Internal standardisation is an ongoing process and should always include the following formal stages:

- review centre devised / modified assignments, if relevant
- standardise assessment decisions
- sample assessment evidence
- review assessment practices.

[A guide to internal standardisation for vocational qualifications](#) is available on the OCR website.

External quality assurance

Once you make learner registrations, we will allocate an EQA who will arrange to visit your centre to verify your assessments and internal quality assurance. OCR will contact you to request information on the learners and assessment staff is sent to the EQA.

EQA visits take place twice a year (roughly 6 months apart) and at the end of each EQA visit a provisional date is agreed for the next visit. Visits take place irrespective of whether certification claims have been made as learners are sampled mid-qualification as well as at the point of certification. When learners have completed units of the qualification and they have been assessed and internally quality assured, claims for the units or full awards can be made via OCR Interchange.

The EQA **must** interview learners, centre assessors and internal quality assurance personnel during their visits.

For each external quality assurance visit your centre must have available and provide access to the OCR EQA:

- the learner assessment records for all learners
- all evidence/portfolios for learners certificated by Direct Claims Status (DCS) since the last EQA visit

- the portfolios for learners the EQA has requested to sample
- assessments taking place for observation, when requested/arranged
- OCR's on-line claim system (Interchange)
- as requested by the EQA, learners, centre assessors and internal quality assurance personnel which may include any claims for certificates through Direct Claims Status (DCS)
- a sample signature list for all centre assessors and internal quality assurance personnel
- details of training, curriculum vitae and original certificates for new members of the assessment team. Authorised copies of original certificates and updated documents for existing assessment team members
- all centre records, see the next section for more details
- evidence of achieving action points and/or recommendations since the last EQA visit,
- if recorded evidence is used, make sure all recordings and appropriate playback equipment is available.

Centre records required for quality assurance

Your centre must make sure that internal quality assurance and learner assessment records are available for external quality assurance purposes. These records must be securely held by your centre for a minimum of three years following learner achievement of the qualification (i.e. from the date of certification).

As a minimum these must record the following information:

- the learner's name and location
- the title and level of the qualification they are taking
- the learner's start date on the programme and confirmation of learner entry
- the name of the centre assessor
- the name of the internal quality assurance personnel
- the date and outcome of the initial assessment of the learner
- dates and details of learner reviews and feedback sessions
- assessment method(s) used
- dates of all assessments and their outcomes (that is, the decision whether the learner has met the requirements or not) cross-referenced to the unit
- enough detail of the assessments to justify the decision made

- an indication of the frequency, and reason for, the use of simulation, if used
- dates and outcomes of internal quality assurance
- action resulting from internal quality assurance
- learner's achievement(s).

Records should show formative assessment decisions (ongoing decision making), summative assessment decisions and feedback to the learner.

OCR External Quality Assurer (EQA) reports for centres

Our EQA will report against the OCR criteria for verified qualifications. Our EQA will use the report to provide feedback to your centre and to OCR.

All EQA reports are reviewed by OCR and their actions/recommendations are considered. The final decision on the application of sanctions at Level 2 or above lies with OCR.

If your centre is found to be non-compliant with any of the OCR criteria this will result in action(s) and appropriate sanction(s) being recommended. When a sanction is recommended there will always be one or more actions for your centre to address.

If you wish to appeal a sanction or EQA decision then you should follow the link to [OCR Administration area - Post result services](#).

3.22 Direct Claim Status (DCS)

Centres who consistently meet all the required criteria and deliver high quality assessment for an individual qualification over approximately a twelve month period could be awarded DCS. This is when centres can claim certification for identified qualifications in between their EQA visits. Please see the [OCR Administration area - Direct claim status](#) for more details.

The decision on whether DCS is awarded, retained, or withdrawn lies with OCR.

In addition to the checks made by the OCR EQA during an EQA visit, OCR (not EQAs) will undertake short notice record reviews of DCS claims. OCR will contact centres and request a copy of the candidate claims record.

Critical points regarding Direct Claim Status

- A **candidate claims record** must be completed and maintained for all claims made via DCS. A [template](#) is available for this or centres can create their own record or use an existing report from a management information system. The record must include learner and unit details for any DCS claims made since the centre's last quality assurance visit.

- Centres will keep assessment and internal quality assurance records relating to learners for who direct certification has been claimed for at least three years from the date of the claim. These records will include learner names and registration numbers with details of assessment decisions, internal quality assurance and claims for certification.
- Centres **must** advise OCR immediately of any staffing or resource changes. Where Internal Quality Assurers (IQAs) change, we reserve the right to remove DCS pending the evaluation of a new IQA. Direct Claim Status may be removed at any time if we believe that the above information is no longer current or the assessment and quality assurance at the centre is compromised.
- All portfolios for learners certificated via DCS since the previous quality assurance visit must be available to the EQA on request during the visit. This is in addition to the portfolios pre-selected for sampling by the EQA.
- All learners, including any who leave the centre following certification via DCS, must be asked to retain their portfolios and Cumulative Assessment Records (CARs) in good condition until the next EQA visit **for the qualification** claimed.
- Certificates issued under DCS must be confirmed through a quality assurance visit. If a portfolio is not available for sampling by the OCR EQA when requested or the work in the portfolio does not meet the required standards the certificate may be considered invalid. In these circumstance OCR may request the return of the certificate for withdrawal. Centres are expected to support learners to complete work to meet the standards and/or enable OCR to sample the portfolio.
- Please note that centre practice that has resulted in OCR issuing an invalid certificate is considered to be malpractice as defined in the JCQ Suspected Malpractice: [Policies and Procedures document](#) and which the Head of Centre may be required to investigate. This may result in sanctions and/or penalties being imposed on the centre and/or member(s) of staff in the centre.
- Centres must ensure that an EQA visit takes place before they close, withdraw from delivering the qualification and/or the last certification date of a qualification. All learners claimed by DCS since the last EQA visit must be included for sampling by the EQA at the final visit.
- Direct Claims Status will be withdrawn from all centres 3 months before the last certification date of a qualification or after the final EQA visit to the centre, whichever is sooner.
- The decision on whether DCS is awarded, retained or withdrawn lies with OCR. OCR reserves the right to remove DCS at any time without notice.

Direct Claim Status additional quality checks

- Your candidate claims record will be requested and reviewed by OCR (not the EQA) as **additional short notice quality checks** of DCS claims **made by centres between EQA visits**.
- Copies of your candidate claims record may be requested over the course of the year depending on the number of DCS claims which are made.
- When requested, you will need to email us a copy of the record **within three working days**.

- We will then check your candidate claims record against your DCS claims on our system and let you know if there are any issues or not.
- Please refer to the [OCR criteria for verified qualifications](#) in respect of sanctions that may be imposed if issues are identified during a short notice quality check.

4 Centre assessor and quality assurance personnel requirements

This section provides information on centre assessor and quality assurance personnel requirements for verified qualifications.

4.1 Assessment centre requirements

The occupational knowledge and 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 quality assurance is of paramount importance.

Your centre must:

- make sure there are sufficient trained or qualified personnel to assess the number of expected learners
- make sure there are sufficient trained or qualified personnel to internally quality assure for the number of learners and assessors (i.e. you must have at least one assessor and one Internal Quality Assurer (IQA) to run this qualification)
- put systems and internal quality assurance personnel in place to make sure that all assessments are valid, reliable, safe and manageable and suitable to the needs of the learner
- make sure evidence is authentic and sufficient
- make sure there is a standardisation process in place to make sure that all assessments are consistent and fair
- make sure those undertaking the roles of quality assurance and assessment maintain their skills, knowledge and understanding about assessment and quality assurance and the associated qualification
- make sure there is sufficient time to conduct effective assessment and internal quality assurance
- make sure any corrective measures, identified by OCR External Quality Assurers (EQAs) and OCR, are addressed.

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 quality assurances is of paramount importance. Centres must ensure that there is sufficient time to conduct effective assessment and internal quality assurance.

- Assessment decisions for criteria that must be assessed in the workplace, as identified in unit assessment requirements, must be made in a real work environment by an occupationally competent assessor.

- Assessment decisions for criteria that must be assessed in the workplace (competence based assessment criteria) must be made by an assessor with the expertise to make assessment decisions.
- Competence based assessment must include direct observation as the main source of evidence.
- Simulation may only be utilised as an assessment method for competence based assessment criteria where this is specified in the assessment requirements of the unit.
- Expert witnesses can be used for direct observation where:
 - they have occupational expertise for specialist areas, or
 - the observation is of a particularly sensitive nature.

The use of expert witnesses should be determined and agreed by the assessor.

- Assessment of criteria not identified in the unit assessment requirements as requiring assessment in the workplace may take place in or outside of a real work environment.
- Assessment decisions for knowledge based assessment criteria must be made by an occupationally knowledgeable assessor.

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

4.2 Centre assessor responsibilities

All assessors must:

- have relevant current industry experience and competence in the occupational working area at, or above, the level being assessed
- hold, or be working towards, an appropriate assessor qualification (e.g. A1, CAVA, D32/33, TAQA). For those working towards an appropriate assessor qualification, it will need to be achieved within twelve months of the starting date and all decisions must be countersigned by a qualified assessor
- have direct or related relevant experience in assessment
- be committed to further training and development.

4.3 Assessment and the Data Protection Act

Centre assessors, who are responsible for assessing learners' evidence for internally assessed units, must make sure that learners know they must comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) when they are producing work for assessment. Learners must not reference another individual's personal details in any evidence produced for assessment. It is the learner's responsibility to make sure evidence that includes another individual's personal details is anonymised.

4.4 Internal Quality Assurance Personnel (IQA)

Internal quality assurance is an activity that can be performed by a dedicated individual or as part of an individual's wider role.

All Internal Quality Assurers (IQAs) must:

- be qualified as an Internal Quality Assurer (IQA) (either V1, D34 or Award in the Internal Quality Assurance of Assessment Processes and Practice)
- be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. IQAs must also sample the assessment process and resolve differences and conflicts on assessment decisions
- ensure that assessment has been carried out by persons who are occupationally competent within the area they are assessing
- maintain their occupational knowledge by actively engaging in continuous professional development activities in order to keep up-to-date with developments within the sector.

For the purpose of Internal standardisation, a member of staff needs to be nominated to take responsibility for this process.

The role of the IQA is to:

- make sure all centre assessors are assessing to the required standard
- make sure that all assessment decisions are fair, valid and reliable
- make sure feedback is given to all centre assessors and documented e.g. records of feedback
- suggest ways in which assessment may be brought into line to meet the required standards
- check that all units have been included in internal standardisation
- organise regular standardisation meetings / activities / events for the centre assessors
- provide feedback to centre assessors and identify development needs.

5 Certification

Learners 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.

Learners 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.

5.1 Claiming certificates

Certificates (unit and/or full award) issued for learners will be sent to your centre for distribution. In order to make sure that these are automatically issued, you must make sure that the OCR learner number is **always** used where a learner has already achieved one or more units. For more details refer to the [OCR Administration area – Certificates](#).

Please ensure you carry out careful checks before making certification claims to avoid incorrect/invalid certificates being issued. Before submitting a claim, carefully check to make sure the correct units have been selected and the correct grades have been entered. You must check each certificate you receive before handing it to the learner.

5.2 Assessment review/appeals

Learners appealing against their assessor's assessment decision should follow the centre's appeal process.

If a centre wishes to appeal against the OCR EQA's assessment decision they should request that their EQA submit their appeal to the Chief EQA.

Centres can appeal against the outcome of a malpractice case and sanctions imposed due to non-compliance with the OCR criteria.

To find out more about these, please refer to [OCR Administration area - Post result services](#).

5.3 Replacement certificates

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

6 Qualification structure

6.1 Qualification structure

Learners do not have to achieve units in any particular order and tutors should tailor learning programmes to meet individual learner 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 different subjects.

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

OCR Level 3 Certificate in Supporting Teaching and Learning in Schools

(Qualification Number 501/0042/7)

To achieve this qualification, learners must achieve a total of 32 credits from 11 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
5	CYP Core 3.1	Support learning activities	F/601/4073	4	3	20
6	TDA 3.4	Promote children and young people's positive behaviour	A/601/4069	3	3	15
7	TDA 3.5	Develop professional relationships with children, young people and adults	H/601/4065	2	3	10
8	TDA 3.6	Promote equality, diversity and inclusion in work with children and young people	M/601/4070	2	3	10
9	TDA 3.7	Support assessment for learning	A/601/4072	4	3	20
10	SHC 32	Engage in personal development in health, social care or children's and young people's settings	A/601/1429	3	3	10
11	CYP 3.4	Support children and young people's health and safety	D/601/1696	2	3	15

OCR Level 3 Certificate in Cover Supervision of Pupils in Schools

(Qualification Number 501/0240/0)

To achieve this qualification, learners must achieve a total of 30 credits from 11 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	TDA 3.4	Promote children and young people's positive behaviour	A/601/4069	3	3	15
7	TDA 3.5	Develop professional relationships with children, young people and adults	H/601/4065	2	3	10
8	TDA 3.6	Promote equality, diversity and inclusion in work with children and young people	M/601/4070	2	3	10
10	SHC 32	Engage in personal development in health, social care or children's and young people's settings	A/601/1429	3	3	10
11	CYP 3.4	Support children and young people's health and safety	D/601/1696	2	3	15
52	ASDAN TW3	Team working	A/501/5163	3	3	30
53	TDA 2.8	Supervise whole class learning activities	T/601/4071	3	3	15

OCR Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

(Qualification Number 501/0857/8)

To achieve this qualification, learners must achieve a total of 44 credits. Learners must achieve all 32 credits from the mandatory group, and an additional 12 credits from the optional groups.

A minimum of 40 credits must be achieved at Level 3 or above.

Unit 20 Support bilingual learners Y/601/7724 is mandatory for learners selecting units within optional group B.

Unit 22 Support disabled children and young people and those with special educational needs H/601/7726 is mandatory for learners selecting units within optional group C.

Unit 49 Provide leadership and direction for own area of responsibility T/600/9601 is barred with Unit 50 Set objectives and provide support for team members D/506/1875

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
5	CYP Core 3.1	Support learning activities	F/601/4073	4	3	20
6	TDA 3.4	Promote children and young people's positive behaviour	A/601/4069	3	3	15
7	TDA 3.5	Develop professional relationships with children, young people and adults	H/601/4065	2	3	10
8	TDA 3.6	Promote equality, diversity and inclusion in work with children and young people	M/601/4070	2	3	10
9	TDA 3.7	Support assessment for learning	A/601/4072	4	3	20
10	SHC 32	Engage in personal development in health, social care or children's and young people's settings	A/601/1429	3	3	10
11	CYP 3.4	Support children and young people's health and safety	D/601/1696	2	3	15

Optional Group A: Supporting Learning

OCR Unit No	Sector Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
12	TDA 3.10	Plan and deliver learning activities under the direction of a teacher	D/601/7711	4	3	21
13	TDA 3.11	Support literacy development	M/601/7714	3	3	18
14	TDA 3.12	Support numeracy development	A/601/7716	3	3	18
15	TDA 3.13	Support teaching and learning in a curriculum area	J/601/7718	3	3	12
16	TDA 3.14	Support delivery of the 14 – 19 curriculum	F/601/7720	3	3	15
17	TDA 3.15	Provide literacy and numeracy support	L/601/7722	3	3	16
18	TDA 3.16	Support gifted and talented learners	R/601/7723	4	3	21
19	HAS 2015	Support children's speech, language and communication	T/600/9789	4	3	30

Optional Group B: English as an additional language

OCR Unit No	Sector Unit No	Unit title	Unit Reference No (UAN)	Credit value	Level	GLH
20	TDA 3.17	Support bilingual learners	Y/601/7724	4	3	23
21	TDA 3.18	Provide bilingual support for teaching and learning	D/601/7725	6	3	32

Optional Group C: Special educational needs

OCR Unit No	Sector Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
22	TDA 3.19	Support disabled children and young people and those with special educational needs	H/601/7726	5	3	24
23	TDA 3.20	Support children and young people with behaviour, emotional and social development needs	Y/601/7707	4	3	25
24	TDA 3.21	Support learners with cognition and learning needs	M/601/8121	4	3	21
25	TDA 3.22	Support learners with communication and interaction needs	K/601/8134	4	3	21
26	TDA 3.23	Support learners with sensory and/or physical needs	M/601/8135	4	3	21
27	EYMP5	Support individuals to meet personal care needs	F/601/8060	2	2	16

Optional Group D: Providing Pastoral support

OCR Unit No	Sector Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
28	TDA 3.24	Support children and young people during transitions in their lives	D/601/8325	4	3	18
29	CYPOP 10	Develop interviewing skills for work with children and young people	L/601/1337	3	3	21
30	CYPOP 44	Facilitate the learning and development of children and young people through mentoring	T/601/1381	4	3	30
31	CYPOP 43	Improving the attendance of children and young people in statutory education	M/601/1377	5	3	40
32	SCMP 2	Promote the well being and resilience of children and young people	F/600/9780	4	3	30
33	CYPOP 9	Provide information and advice to children and young people	A/601/1334	3	3	22
34	LDSSMP 1	Support children and young people to achieve their education potential	D/600/9785	4	3	30
35	LDSSMP 2	Support children and young people to make positive changes in their lives	M/600/9788	4	3	27
36	YOP10-03	Support young people in relation to sexual health and risk of pregnancy	F/502/5242	2	3	10
37	CYPOP 8	Support young people to develop, implement and review a plan of action	M/601/1329	3	3	25
38	YPO07	Support young people who are socially excluded or excluded from school	R/502/5231	2	3	10

Optional Group E: Supporting the wider work of the school

OCR Unit No	Sector Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
39	TDA 2.20	Assist in the administration of medication	A/601/9420	4	2	25
40	TDA 3.9	Invigilate tests and examinations	Y/601/7416	3	3	19
41	TDA 3.25	Lead an extra-curricular activity	A/601/8333	3	3	16
42	TDA 3.26	Maintain learner records	Y/601/8338	3	3	12
43	TDA 3.27	Monitor and maintain curriculum resources	D/601/8342	3	3	14
44	TDA 3.28	Organise travel for children and young people	H/601/8357	2	3	12
45	TDA 3.29	Supervise children and young people on journeys, visits and activities outside of the setting	H/601/8360	3	3	15
46	LLUK/PS A	Work in partnership with parents to engage them with their children's learning and development in school	A/602/1846	6	3	31

Optional Group F: Working with colleagues

OCR Unit No	Sector Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
47	TDA 3.30	Work with other practitioners to support children and young people	R/601/8368	3	3	15
48	MSC D6	Plan, allocate and monitor work of a team	Y/600/9669	5	3	25
49	MSC B6	Provide leadership and direction for own area of responsibility	T/600/9601	5	4	30
50	MSC B5	Set objectives and provide support for team members	M/600/9600	5	3	35
51	CCLD 425	Support learning and development within own area of responsibility	M/600/9676	5	4	25
52	ASDAN TW3	Team working	A/501/5163	3	3	30

6.2 Units

Units can be downloaded from the qualification webpages.

OCR Level 3 Certificate in Supporting Teaching and Learning in Schools

<http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-supporting-teaching-and-learning-in-schools-level-3-certificate-04468/>

OCR Level 3 Certificate in Cover Supervision of Pupils in Schools

<http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-cover-supervision-of-pupils-in-schools-level-3-certificate-04469/>

OCR Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

<http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-specialist-support-for-teaching-and-learning-in-schools-level-3-diploma-04470/>

7 Mapping and Signposting

7.1 National Occupational Standards (NOS) Mapping

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

Supporting Teaching and Learning in 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

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

Each unit contains details of the signposting to functional skills.

8 Further Support and Information

8.1 Feedback and enquiries

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

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

Telephone: 01223 553998

Email: support@ocr.org.uk

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

8.2 Complaints

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

8.3 Our Professional development programme

As part of our teacher training we offer a broad range of courses. We are 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 professional development, please visit our [website](#).

8.4 Useful documents and links

OCR	OCR's Administration area www.ocr.org.uk/administration/ OCR's criteria for verified qualifications What is malpractice?
JCQ	Publications at https://www.jcq.org.uk/ <i>Access arrangements, reasonable adjustments and special considerations</i> <i>JCQ Suspected Malpractice Policies and Procedures</i>
Ofqual	https://www.gov.uk/government/organisations/ofqual register.ofqual.gov.uk/

9 Glossary

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

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

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

www.ocr.org.uk

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Telephone 01223 553998

Email support@ocr.org.uk

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