

Supporting clients to overcome barriers to learning and work

Level 3 Award

Scheme code 10214

Contents

1	Introduction	4
1.1	The OCR Supporting clients qualification	4
1.2	Administration arrangements for this qualifications	4
1.3	What is the Qualifications and Credit Framework (QCF)?	4
1.4	If centre staff have queries	5
1.5	Documentation updates	5
2	General information	6
2.1	Qualification profile	6
2.2	Target market	7
2.3	Qualification aims	7
2.4	Entry requirements	7
2.5	Unique Learner Number (ULN)	7
2.6	Progression opportunities	8
2.7	Supporting OCR candidates	8
2.8	Wider issues	8
2.9	Guided learning hours	9
2.10	Funding	9
2.11	Mode of delivery	9
2.12	Resources	10
2.13	Delivery in Wales and Northern Ireland	10
2.14	Access arrangements and special consideration	10
2.15	Results enquiries and appeals	11
2.16	Centre malpractice guidance	11
3	Assessment	12
3.1	Assessment: How it works	12
3.2	Initial assessment of candidates	12
3.3	Assessment planning	13
3.4	Making assessment decisions	13
3.5	Methods of assessment	14
3.6	Examining the evidence	15
3.7	Observation	16
3.8	Questioning	16
3.9	Professional discussion	17
3.10	Witness testimonies	17
3.11	Personal statements	18
3.12	Performance evidence	18
3.13	Where evidence comes from	18
3.14	Real work	19
3.15	Simulation	19
3.16	Medium that can be used	19
3.17	Amount of evidence needed	19
3.18	Recording Evidence	20
3.19	Verification – how it works	20
4	Assessor and Internal Verifier Requirements	23

4.1	Assessment Centre Requirements	23
4.2	Assessors	24
4.3	Internal verifiers	24
5	Certification	26
5.1	Claiming certificates	26
5.2	Replacement certificates	26
6	Qualification structure and units	27
6.1	Qualification structure	27
6.2	Unit format	28
6.3	Units	29
7	Administration arrangements	30
7.1	Overview of full process	30
8	Supporting Documentation	31
8.1	OCR assessment material	31
8.2	Other supporting material	31
9	Further Support and Information	32
9.1	Enquiries	32
9.2	Results enquiries	32
9.3	Customer feedback	32
9.4	OCR Training Events	33
9.5	OCR Publications	33
9.6	Documents related to this qualification	33
10	Glossary	34

1 Introduction

This centre handbook provides information for centre staff involved in the planning, delivery and assessment of the following qualification which has been accredited onto the Qualifications and Credit Framework (QCF).

OCR Level 3 Award for Supporting clients to overcome barriers to learning and work

The OCR scheme code for this qualification is 10214

It is important that centre staff involved in the delivery of the above qualification understand the requirements laid down in this handbook. Centres should therefore ensure that all staff involved in the delivery of this qualification have access to this document.

1.1 The OCR Supporting clients qualification

The OCR Level 3 Awarding in Supporting clients to overcome barriers to learning and work provides candidates with a high quality, nationally recognised qualification. It is a vocationally-related, credit-based qualification which provides valuable opportunities for individuals to develop skills, gain underpinning knowledge and understanding and demonstrate competence in the workplace or provide continued professional development. It can help to support achievement of Functional Skills and it relates to national occupational standards (NOS).

The awarding body for these qualifications is Oxford Cambridge and RSA Examinations (OCR) and the regulatory body is the Office of Qualifications and Examinations Regulation (Ofqual).

These qualifications have been accredited onto the Qualifications and Credit Framework (QCF). They are endorsed by LLUK, the sector body for Lifelong Learning.

1.2 Administration arrangements for this qualifications

A separate publication, the *Admin guide: Vocational Qualifications (A850)*, provides details of the administration arrangements for this qualifications. The Admin Guide is available to download from our website: www.ocr.org.uk.

1.3 What is the Qualifications and Credit Framework (QCF)?

The QCF is a unit and credit-based regulatory framework which replaces the National Qualifications Framework (NQF). It is a way of recognising skills and qualifications by awarding credit for qualifications and units achieved.

1.4 If centre staff have queries

This Centre Handbook and the Admin Guide contain all the information needed to deliver and administer this qualification. If centre staff have any queries about this qualification that are not answered in these publications, they should refer to the section [Further support and information](#) for details of who to contact. Support is also available on the OCR webpages for this qualification.

1.5 Documentation updates

The information provided in this handbook was correct at the time of production. Occasionally OCR may update this information. Please refer to the qualification webpages at www.ocr.org.uk for details regarding updates to this qualification. The latest version of this handbook is available to download from the OCR website.

2 General information

2.1 Qualification profile

Title	OCR Level 3 Award in Supporting clients to overcome barriers to learning and work			
OCR code	10214			
QAN	600/0681/X (Qualification Accreditation Number)			
Level	This qualification has been accredited on to the Qualifications and Credit Framework (QCF) at Level 3			
Qualification structure	The credit required for this qualification is 6 credits. To achieve this qualification, candidates must complete a total of 6 credits, 3 credits from the mandatory unit and 3 credits from any one of 3 optional units.			
Age group approved	Pre-16	16-18	18+	19+
			✓	✓
This qualification is suitable for	<ul style="list-style-type: none"> • Candidates studying in preparation for employment in the career guidance sector • Candidates employed in the career guidance sector who are wishing to undertake professional development • Candidates wishing to gain a Level 3 qualification to support further study, either towards the Level 4 Diploma in Career Information and Advice or in Further Education (FE) and Higher Education (HE) in the career guidance sector 			
Entry requirements	There are no formal entry requirements for this qualification.			
Assessment	These qualifications are pass/fail. This qualification is internally assessed by centre staff and externally verified by OCR Assessors.			
Funding	For details on eligibility for public funding please refer to the following websites: http://www.dcsf.gov.uk/section96/ http://skillsfundingagency.bis.gov.uk/			
Performance figures	For information on this qualification's contribution to performance measurement please see the Ofqual's National Database of Accredited Qualifications (NDAQ): http://www.accreditedqualifications.org.uk			
Last entry date*	31/12/2013			
Last certification date*	31/12/2016			

*OCR will inform centres of changes to these dates. Please refer to our website www.ocr.org.uk for current dates. All centre records must be updated accordingly.

2.2 Target market

The Level 3 Award in Supporting clients to overcome barriers to learning and work has been specifically designed for those currently offering signposting, career information, and employability support in the wider network and in voluntary services, and those who have these functions as part of a broader work role.

2.3 Qualification aims

This qualification aims to provide accredited professional development opportunities for those preparing to enter, or just starting out in, a role within the career information sector.

The qualification has a core mandatory unit which will be applicable to all staff, and a number of optional units to allow some specialisation as appropriate.

This qualification may also form a progression route to the Level 4 Diploma in Career Information and Advice or other appropriate higher education qualifications.

2.4 Entry requirements

This qualification is available to anyone who is capable of reaching the required standards and meeting the assessment criteria for the units though the particular setting in which they practice. It has 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 this qualifications should understand the requirements of the qualification and match them to the needs and capabilities of individual candidates before entering them as candidates for this qualification.

There are no formal requirements for entry to this qualification.

2.5 Unique Learner Number (ULN)

It is an OFQUAL requirement that Awarding Bodies must capture the Unique Learner Number (ULN) for all candidates who have claimed certification for the Level 6 Diploma in Career Guidance and Development. Further information about this can be found in the *Admin guide: Vocational Qualifications (A850)* available to download from www.ocr.org.uk.

2.6 Progression opportunities

This qualification has been designed to encourage progression to the Level 4 Diploma in Career Information and Advice. It may also be used as part of continuous professional development for those currently working in the careers guidance sector.

2.7 Supporting OCR candidates

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

Centre staff should provide guidance to candidates on the assessment process and help candidates prepare for assessment. Full details on how the units are assessed are in sections 3 and 6 of this centre handbook.

2.8 Wider issues

This qualification provides potential for centres to develop candidates' understanding of spiritual, moral, ethical, social and cultural issues and heighten candidates' awareness of environmental issues, health and safety considerations and European developments.

Spiritual, moral, ethical, social and cultural issues

Centre staff delivering a course that supports this qualification would have opportunities to address spiritual, moral, ethical, social and cultural issues. For example, in the unit *Signpost clients to relevant sources of information, advice and guidance to overcome barriers to learning and work*, candidates could explore issues of responsibility, courtesy and protocols when dealing with colleagues and clients. In the unit *Delivering career-related learning in groups*, candidates will have the opportunity to consider ethical, social and cultural implications when planning and delivering learning in groups. In the unit *Assist clients to apply for learning and work*, candidates may explore correct protocols when preparing CVs and applications, and issues of security and confidentiality of information.

Environmental issues, health and safety considerations and European developments

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

There is scope within many of the units for candidates to consider environment and sustainability issues when providing information and guidance to clients about their options. Candidates might

consider not only the nature of the work or training itself, but the organisation providing that employment or training, its location and long term future. There might be additional issues such as the client's travel arrangements, or working patterns. In the unit *Delivering career-related learning in groups* candidates could consider the health and safety implications of group learning. In the units on signposting and providing information, there is scope to consider information from international labour markets.

2.9 Guided learning hours

Each of the units in this qualification is allocated a number of guided learning hours (glh) which indicates the approximate number of hours for teacher supervised or directed study time and assessment. Information on unit glh for this qualification is given in section 6.

2.10 Funding

This qualification is accredited at Level 6 of the Qualifications and Credit Framework and is eligible for funding under Section 96 and/or Skills Funding Agency. For details on eligibility for public funding please refer to the following websites:

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

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

2.11 Mode of delivery

OCR does not specify the mode of study or specify a time limit for the achievement of this qualification 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 this qualification using any mode of delivery that meets the needs of their candidates. Whatever mode of delivery is used, centres must ensure that candidates have appropriate access to the resources identified below.

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

2.12 Resources

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

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

Staff conducting assessment must understand fully the requirements of this qualification. Centres should ensure that appropriate physical resources are made available to candidates.

Centres will need to provide appropriate assessment facilities for candidates that comply with the regulations laid down by OCR in the *Admin guide: Vocational Qualifications (A850)* and the *JCQ Instructions for Conducting Examinations*, available on the OCR website www.ocr.org.uk.

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

2.13 Delivery in Wales and Northern Ireland

The specification for this qualification has only been approved by Ofqual for delivery in England, Wales, and Northern Ireland during the life of the qualification.

The specification for this qualification has been approved by the Department for Children, Education, Lifelong Learning and Skills (DCELLS) for use by centres in Wales and by the Council for the Curriculum Examinations and Assessment (CCEA) for use by centres in Northern Ireland.

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

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

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

2.14 Access arrangements and special consideration

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

It is important, therefore, that centres identify as early as possible whether candidates have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and select an appropriate qualification or adjustment that will allow them to demonstrate attainment.

The responsibility for providing adjustments to assessment is one which is shared between OCR and the centre. Centre staff should consult the 'Joint Council of Qualifications' (JCQ) booklet *Access Arrangements, Reasonable Adjustments and Special Consideration* www.jcq.org.uk.

This document should also be referred to for those candidates who may require a post examination adjustment, special consideration (to reflect temporary illness, indisposition or injury), at the time of the examination/assessment.

For further guidance on access arrangements and special consideration please refer to OCR's *Admin guide: Vocational Qualifications (A850)* on the OCR website www.ocr.org.uk.

2.15 Results enquiries and appeals

Please refer to the *Admin guide: Vocational Qualifications (A850)* which can be downloaded from the OCR website www.ocr.org.uk.

2.16 Centre malpractice guidance

It is the responsibility of the Head of Centre* to report (in writing) all cases of suspected malpractice involving centre staff or candidates, to the OCR Standards Division.

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

Further information is contained in the JCQ publication: *Suspected Malpractice in Examinations and Assessments* which is available from www.jcq.org.uk together with OCR's *Malpractice Procedures – A Guide for Centres*.

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

3 Assessment

3.1 Assessment: How it works

The assessment arrangements for this qualification are based on the assessment methodology provided by Lifelong Learning UK which can be accessed at www.lluk.org.

In order for candidates to be able to achieve each of the learning outcomes, teachers/tutors must ensure that the requirements for the underlying assessment criteria are fully addressed. The development of the candidate's knowledge, understanding and skills may be tailored to particular contexts to which the unit is being taught and the assessment criteria applied.

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

When assessors are satisfied that the candidate has met all of the requirements for a unit, they must confirm this by signing an evidence record sheet for that unit to show that the assessment process is complete.

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

Centre assessed and OCR verified

3.2 Initial assessment of candidates

It is important for centres to carry out some form of initial assessment that identifies what competence and knowledge a candidate already has and the gaps that they need to look at. This will help plan the assessment because it allows assessors to help candidates understand the best place to start collecting evidence. It will also identify units which candidates might have difficulty finishing.

This process may also take into account recognition of prior learning. 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*). OCR encourages the use of RPL and centres 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 centres 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 OCR will quality assure and authorise certification.

3.3 Assessment planning

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

- finding the best source of evidence to use for particular units
- finding the best way of assessing the candidate
- confirming the best times, dates and places for the assessments to take place.

Guidance is given on each unit regarding the recommended forms of assessment which are most appropriate for that unit. Utilising a wide range of evidence formats across units should help to ensure the candidate's overall portfolio is robust.

Assessors must make a note of their assessment planning and regularly give feedback to candidates.

3.4 Making assessment decisions

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

In line with the Learning and Development standard A1, assessors should:

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

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

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

Full details of the administration arrangements associated with this qualification are included in the *Admin guide: Vocational Qualifications (A850)* which can be downloaded from the OCR website www.ocr.org.uk.

3.5 Methods of assessment

It is the assessor's 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 to the needs of the candidate.

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 candidate's practical skills or their ability to work well with others.

Validity can also be compromised if a candidate does not understand what is required of them. For example, one valid method of assessing a candidate's knowledge and understanding is to question them. If the questions posed are difficult for the candidate 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 for the candidate to present the organisation's staff handbook to demonstrate Unit 1 Learning outcome 4, regarding legislation and codes of practice. It would be more appropriate for the candidate and assessor to have a discussion about what legislation and codes of practice apply to the organisation and how the candidate knows that he/she is working in accordance with these.

Reliable

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

Safe and manageable

Assessors and internal verifiers must make sure that the assessment methods are safe and manageable and do not put unnecessary demands on the candidate and/or the organisation they work for.

Suitable to the needs of the candidate

OCR has tried to make sure that achievement of this qualification is free from constraints outside the requirements of the candidate's job role.

For candidates who have access requirements please see section 2.14 of this handbook.

If centre staff think that any aspect of this qualification unfairly restricts access and progression, they should talk to their OCR external verifier about this.

OCR in partnership with the LLUK and other awarding bodies has identified the following main assessment methods which are suitable for this qualification:

- **examination of the evidence** by an assessor
- **direct observation** of practice in the workplace by a qualified assessor
- **questioning** the candidate or witness by an assessor
- **professional discussion** where the candidate discusses with the assessor how their evidence meets the assessment criteria and the discussion is recorded as part of the evidence.
- **witness testimonies** from an expert witness in the sector
- **personal statements or candidate's reflective diary or account** on their performance, or candidate's reflection on the application of theories in practice
- **performance evidence** including products or outcomes of the candidate's work.

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

3.6 Examining the evidence

Only approved and qualified assessors (see [Assessor and internal verifier requirements](#)) may examine the evidence for the assessment of these qualifications.

Evidence can:

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

For example:

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

The product of a candidate's work could be a case study, an assignment, essay, project, report or reflective diary.

In some cases, it may be inappropriate for a specific part of the evidence to be presented directly within the portfolio (eg in situations where client confidentiality is an issue). In such circumstances, it is acceptable to signpost the evidence within the portfolio.

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 candidate.

3.7 Observation

Only approved and qualified assessors (see [Assessor and internal verifier requirements](#)) may carry out observations for the assessment of this qualification.

The assessor and candidate 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 candidate.

Whilst observation is not necessarily appropriate or required for every unit, some observation of the candidate's performance is mandatory across the qualification. Where observation may create a barrier for a specific candidate, individual cases should be referred to OCR.

3.8 Questioning

Only approved and qualified assessors (see [Assessor and internal verifier requirements](#)) may question a candidate or witness for the assessment of this qualification.

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

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

Assessors should ask open questions; that is questions where the candidate has to give a full answer, not simply 'yes' or 'no'. Assessors should also be careful to avoid complicated questions which may confuse the candidate.

It is important that assessors record assessment decisions after they have questioned the candidate. 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 candidate and the answers the candidate gives. However, assessors must record enough information about what they asked and how the candidate 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 candidate'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 candidate to present evidence of competence and to demonstrate skills, knowledge and understanding through discussing the evidence and showing how it meets the requirements of the qualification. The 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 candidate'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 candidate's name
- the date, time and venue of the activity carried out
- a description of the activities performed by the candidate
- the date of writing the testimony

- a description of the witness' relationship to the candidate
- 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 candidate did. The assessor will then judge whether the candidate's activities demonstrate competence to the standards. It is not acceptable for candidates to produce written witness testimonies for witnesses to sign, to support a qualification they are working towards.

3.11 Personal statements

This is a candidate's own account of what they did, backed up by reference to evidence or witnesses. Candidates 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 candidate can do. Sometimes, performance evidence can also provide evidence of what a candidate knows. Performance evidence can take the form of the following:

- products or outcomes of the candidate's work (for example, things that the candidate 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 candidate's contribution must be identified clearly. Other products (for example, company policies) may have been reproduced by someone else but relate to the candidate and their competence
- proof of the way the candidate carried out their work (that is, the process they went through). An assessor's observation of a candidate or a witness' testimony both provides performance evidence and would be suitable for this qualification.

3.13 Where evidence comes from

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

- performance evidence may come from a candidate carrying out workplace activities

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

3.14 Real work

The qualification requires that all assessment of a candidate's performance must take place within the workplace, and that observation should be of naturally occurring practice within the candidate's work role. This will include the demonstration of the application of knowledge. This principle will apply to all units.

3.15 Simulation

Simulation is not allowed. However, where access to assessment is jeopardised by this, guidance should be sought from OCR who will make a decision on the issue in conjunction with LLUK.

3.16 Medium that can be used

Evidence can take many forms, for example, photographs, videos, audio tapes, CD-ROMs and paper-based or digitally formatted documents.

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 candidate 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 candidate is competent or not. Assessors must be convinced that candidates working on their own can work independently to the required standard.

OCR may accept some evidence from candidates who have been assessed in a language other than English, Welsh or Irish as long as there is enough evidence to show that candidates are competent in English, Welsh or Irish to the standard required for competent performance throughout the UK.

3.18 Recording Evidence

As well as collecting evidence, candidates must record all their assessed evidence using:

- Evidence Recording Sheets (which show, per unit, the assessment criteria and the evidence which has been collected to meet them)
- Evidence Log (which lists all the candidate's evidence and assigns a reference to each piece)
- Record of Achievement (which shows the units the candidate has completed and which have been signed off by the assessor)

The combination of these three forms provides the candidate's record of what evidence has been accepted as proof of competence and where that evidence can be found, as well as recording progress towards, and achievement of units.

Completing the forms is an ongoing process involving discussion and agreement between the candidate and their assessor. The candidate should fill in and keep the forms while working towards their qualification, though an assessor may help the candidate complete them if necessary.

OCR provides forms specifically designed for this qualification, but centres can design their own recording documents if they prefer. You should talk about any document you want to use with your external verifier before you use them. OCR's publication *Admin guide: Vocational Qualifications* (A850) includes information and criteria for designing recording documents.

The OCR forms and recording documents which assessors and candidates might want to use for this qualification can be found on our website www.ocr.org.uk.

3.19 Verification – how it works

Internal verification

It is the centre's responsibility to appoint an internal verifier to manage the internal verification process. The purpose of internal verification is to make sure and show that assessment is valid and consistent, through monitoring and sampling assessment decisions.

The role of the internal verifier is more fully explained in the *Administrative Guide to Vocational Qualifications* (A850).

External verification

OCR will allocate an external verifier who will visit the centre to verify assessments and internal verification.

External verifiers will want to interview candidates, assessors and internal verifiers during their visits. Assessment records and evidence for all candidates must also be available for verifiers to see if they ask to. It is the assessor's (and not the internal or external verifiers') responsibility to 'sign off' each unit of competence.

Centres should have the following available for each external verification visit:

- a list of candidates registered for these qualifications, together with their achievements to date plus certification records
- access to evidence (for example, up-to-date portfolios) and CARs
- access to OCR on-line claim system (Interchange)
- relevant assessors and selected candidates as requested by the external verifier (EV), including those whose certificates have been claimed through Direct Claims Status (DCS)
- all portfolios (access to evidence) relating to certificates claimed through DCS
- a copy of the external verifier's last visit report
- a sample signature list for all assessors and internal verifiers
- details of training and curriculum vitae for new members of the assessment team
- all **centre records** (see **Centre records – assessment and verification** for more details)
- evidence of achieving action points since the last external verifier visit
- notes of any action carried out due to particular points mentioned by an external verifier in any correspondence since their last visit
- recommendations to the external verifier
- if recorded evidence is used, ensure all recordings and appropriate playback equipment is available.

Centre records – assessment and verification

A centre must make sure that assessment and verification records are available for external verification purposes. Assessment and/or internal verification records must record the following minimum information:

- candidate's name and location
- the title and level of the qualification they are taking
- candidate's start date on the programme and confirmation of registration with OCR

- name of the assessor
- name of the internal verifier
- date and outcome of the initial assessment of the candidate
- dates and details of candidate reviews and feedback sessions
- dates of all assessments and their outcomes (that is, the decision whether the candidate has met the requirements or not) cross-referenced to the unit
- enough detail of the assessment to justify the decision made
- an indication of the use of simulation, if used
- dates and outcomes of internal verification
- action resulting from internal verification
- certification.

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

4 Assessor and Internal Verifier Requirements

4.1 Assessment Centre Requirements

The Assessment Centre must:

- Ensure that there are a sufficient number of people either trained or qualified to assess the number of candidates they anticipate to register
- Ensure that there are a sufficient number of people either trained or qualified to internally verify for the number of candidates and assessors
- Put verification systems and internal verifiers in place to ensure that all assessments are valid, reliable, authentic and sufficient and provide quality assured training for those people identified as being responsible for verification
- Ensure that there is a system of standardisation in place to ensure that all assessments are consistent and fair
- Ensure that those undertaking the roles of verification and assessment maintain their skills, knowledge and understanding regarding assessment and verification and the associated qualification.

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

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

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

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources.

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

4.2 Assessors

Assessment is an activity that can be performed by a dedicated individual or as part of an individual's wider role eg Supervisor, manager, tutor. All assessors must:

- be qualified as an assessor (A1). Assessor training authorised and monitored by OCR (although not necessarily leading to A1) would also be acceptable. Where Centres use trained assessors they must provide evidence to OCR of the training undertaken
- have the role of assessor identified within their role profile, where assessment forms part of an individual's role
- be occupationally competent in the unit they are assessing. This means that each assessor must, according to current sector practice, be competent in the functions covered by the units they are assessing. They will have gained their occupational competence working within an appropriate occupational sector. They are not required to occupy a position in the organisation more senior than that of the candidate they are assessing. Centres must be alert to the risks that all such arrangements could present and ensure that sufficient quality controls are in place through the internal verification process to minimise the possibility of collusion between candidates and assessors. Assessors must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the units they are assessing as a practitioner, trainer or manager
- be familiar with the units that relate to the qualification and must be able to interpret and make judgements on current working practices and technologies within the area of work
- maintain their occupational competence by either actively engaging in continuous professional development activities or by performing the operational role as part of their regular responsibilities in order to keep up to date with developments relating to the sector.

4.3 Internal verifiers

Internal Verification is an activity that can be performed by a dedicated individual or as part of an individual's wider role. All Internal verifiers must:

- be either qualified as a verifier (V1) or have been trained to perform the function of verification. V1 training authorised and monitored by OCR (although not necessarily leading to V1) is also acceptable. Where Centres use trained verifiers, they must provide evidence of the training undertaken to OCR
- be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk critical nature of the work and the legal implications of the assessment process, internal verifiers must understand the nature and context of the assessors' work and that of their candidates. IVs 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 relating to the sector.
- have an appropriate induction to qualifications and the standards that they are verifying provided to them by the Centre, and have access to ongoing training and updating on

current issues relevant to these qualifications. Information on the induction and continuing professional development of internal verifiers must be made available to the external verifier.

5 Certification

Candidates who achieve the full qualification will receive:

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

OCR Level 3 Award for Support clients to overcome barriers to learning and work

Candidates achieving one unit but who do not meet the credit requirements for a full certificate will receive a certificate listing the unit they have achieved along with its credit value. Similarly, candidates who achieve additional units as part of their continuous professional development will receive a certificate listing the units which they have completed.

5.1 Claiming certificates

Certificates will be issued directly to the centre for successful candidates. In order to ensure that these are automatically issued centres must ensure that the OCR candidate number is **always** used where a candidate has already achieved one or more units. See the *Admin guide: Vocational Qualifications (A850)* for full details.

5.2 Replacement certificates

If a replacement certificate is required a request must be made to the OCR Operations Division on 024 76 470033, or in writing to the Coventry office, and an application form with further instructions will be sent. A charge will be made for a replacement certificate.

6 Qualification structure and units

6.1 Qualification structure

The qualification has been designed with a single mandatory unit and three optional units. In order to achieve the Award, candidates have to achieve the mandatory unit and one of the optional units. Additional optional units may be taken as part of continuous professional development but their achievement will not contribute to the Award.

It is recommended that, wherever possible, centres adopt a holistic approach to the delivery of the qualification and identify opportunities to link the units.

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

OCR Level 3 Award for Supporting clients to overcome barriers to learning and work

To achieve this qualification, candidates must achieve a total of 6 credits made up as follows:

- 3 credits from the mandatory unit in Group A
- 3 credits from one of the optional units in Group B

The following tables show the mandatory and optional units.

Group A

OCR Unit No	Unit title	Unit Accreditation Number (UAN)	Credit value	Level	GLH
1	Signpost clients to sources of information, advice and guidance to overcome barriers to learning and work	M/502/8413	3	3	20

Group B

OCR Unit No	Unit title	Unit Accreditation Number (UAN)	Credit value	Level	GLH
2	Provide information to support clients to overcome barriers to learning and work	F/502/8416	3	3	20
3	Deliver career-related learning in groups	R/502/8405	3	3	20
4	Support clients to apply for learning and work	F/502/8402	3	3	20

6.2 Unit format

The format of OCR's units is detailed below.

A unit title

This is a summary of the content of the unit.

Level

This advises the QCF level on which the unit is accredited.

Credit value

This advises how many credits the candidate will achieve for successful achievement of the unit.

Guided learning hours (glh)

This specifies the amount of time that the average candidate would be expected to take to complete all requirements of the unit.

Unit expiry date

This section specifies the end accreditation date of the unit.

Unit purpose and aim

This section specifies the overall purpose and aim of the unit.

Learning outcomes

These set out what the candidate is expected to know, understand or be able to do as a result of the learning process.

Assessment criteria

These detail the requirements that the candidate will be assessed against in order to evidence the learning outcomes.

Assessment

This section details how the assessment criteria will be assessed.

Evidence requirements

These provide specific detail to amplify the knowledge or understanding required to meet the assessment criteria.

Resources

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

Additional information

This section contains further information such as sector support and unit classification.

6.3 Units

Units can be downloaded from the OCR website www.ocr.org.uk.

http://www.ocr.org.uk/qualifications/type/qcf/ad_gui/cial_l4_dip/documents/

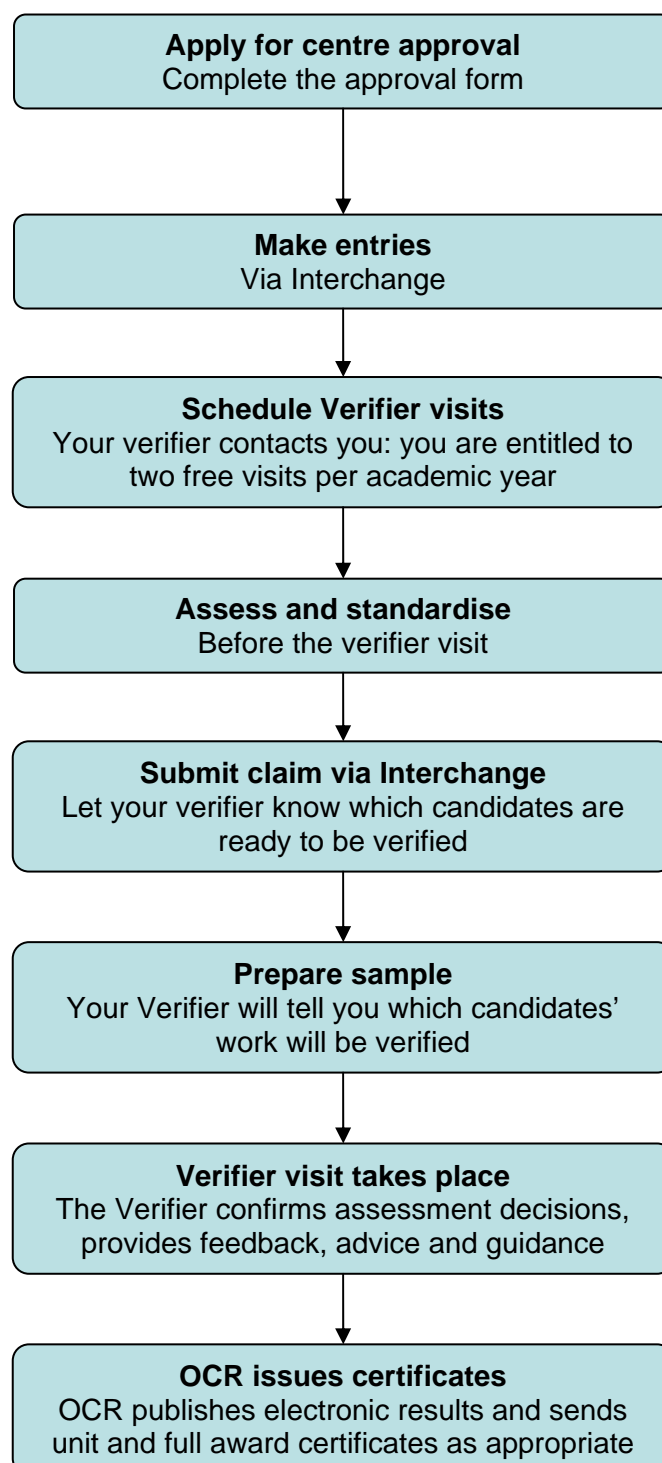
7 Administration arrangements

This section provides an overview of the administration arrangements operating for this qualification.

7.1 Overview of full process

For detailed information on this qualification centres must refer to OCR's Admin guide: Vocational Qualifications (A850). The following flow chart provides a brief summary of how this qualification is delivered.

Administration flowchart for verification



8 Supporting Documentation

8.1 OCR assessment material

The OCR assessment materials for OCR Level 3 Award for Support clients overcome barriers to learning and work include candidate record sheets, guidance and assessment records. Assessment materials are available to download from the OCR website www.ocr.org.uk.

Record of achievement

For use by candidates to record progress through their chosen units.

Evidence log

For use by candidates to record a description of each piece of evidence, and assign it a reference which can then be used in the Evidence Record Sheet

Evidence record sheet

For use by candidates and assessors to show where evidence meets the performance criteria, and to confirm that the evidence provided is a result of the candidate's own work.

8.2 Other supporting material

Guidance for candidates

Written specifically for candidates, this booklet includes information on the structure of the qualification along with guidance on unit selection and the types of evidence which will be required in order to complete the qualification.

Frequently asked questions

Our frequently asked questions page will be updated regularly to respond to current common queries on all aspects of the qualification

9 Further Support and Information

9.1 Enquiries

For enquiries relating to any of OCR's vocational qualifications, please contact the OCR Customer Contact Centre on:

Telephone: 024 76 851509
Fax: 024 76 851633
Email: vocational.qualifications@ocr.org.uk

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

9.2 Results enquiries

For information about result enquiries please refer to the OCR website at www.ocr.org.uk.

9.3 Customer feedback

We welcome feedback from customers on all aspects of our provision. Comments relating to this documentation should be sent to:

The OCR Qualification Manager
Award for Supporting clients to overcome barriers to learning and work
Qualifications Division
OCR
Coventry Office
Westwood Way
Coventry
CV4 8JQ

9.4 OCR Training Events

Information on OCR's training events for centres can be found on the OCR website by going to www.ocr.org.uk, or by contacting:

OCR Training
Customer Support Division
Progress House
Westwood Way
Coventry CV4 8JQ

Telephone: 02476 496 398
Fax: 02476 496 399
Email: training@ocr.org.uk

9.5 OCR Publications

The OCR Publications Service offers support to OCR customers, centres, parents and candidates. It offers a wide range of up-to-date materials for sale which relate to our key qualifications. These materials include specifications, past papers, mark schemes and a range of support materials.

The OCR Publications Catalogue holds the full list of materials currently available to order. To obtain a copy of this and to order publications, please go to <http://publications.ocr.org.uk> or call our dedicated order line on 0870 770 6622.

Orders can also be emailed to publications@ocr.org.uk or posted to the address on the order form printed in the OCR Publications Catalogue.

OCR Support Materials prepare extra resources to help you deliver our qualifications. These support materials can be ordered from OCR Publications and more information about the materials can be obtained from support.materials@ocr.org.uk.

9.6 Documents related to this qualification

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

JCQ publications:

- *Access Arrangements, Reasonable Adjustments and Special Consideration;*
- *Suspected Malpractice in Examinations and Assessments*

10 Glossary

Analyse	Examine in very close detail: identify important points and chief features
Critically analyse	Consider the claims of theorists, governments, authorities etc, what they are based on and how far they seem to apply to a given situation
Critically evaluate	Outline the criteria used to guide your assessment of which theories, opinions, models or items are preferable and then weigh arguments for and against something, assessing the strength of the evidence on both sides.
Evaluate	Assess the worth, importance or usefulness of something, using evidence
On-going support	Support clients on an ongoing basis to help them to progress their plan of action This could be where the client is working directly with you or where a particular aspect of their case has been referred to another service.
Referral	Determining a more detailed picture of the needs of the client and then obtaining a booked appointment for the client with another agency, where the referring agency for reasons of specialism or capacity is unable to assist the client further
Signposting	Where a client is simply directed to one or more appropriate sources of information, advice or guidance. An example of this would be giving the client telephone numbers of local agencies