

Teaching and Assessing Learners with Dyslexia/Specific Learning Difficulties

OCR Level 7 Diploma in Teaching and Assessing Learners with Dyslexia/Specific

Learning Difficulties

Entry code 10219

Version 2

Updated December 2016

Centre Handbook

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Summary of updates – December 2016

The information in this handbook has been updated to reflect current practice. The following are key changes.

Section	Title of section	Change
Throughout		Updated references to OCR's <i>Admin guide: Vocational Qualifications</i> with the new OCR Administration webpages
		Removed references to the Qualifications and Credit Framework (QCF).
		Updated JCQ document titles
1	Funding	Updated information and hyperlinks
3	Recognition of Prior Learning	Updated information
	Exemptions	Updated information
5	Making assessment decisions	Added information about data protection
	Authentication	Updated information and added sections about plagiarism, group working, supervision, use of questioning, feedback to learners
	Generation and collection of evidence	Added information about data protection
	Reporting suspected malpractice	Updated information
10	Resources	Updated information and hyperlinks

The information provided in this handbook is correct at the time it was produced. Occasionally it may be updated so please check the qualification [webpage](#) for the most up-to-date information.

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

About OCR

OCR is a leading UK awarding body and is part of the Cambridge Assessment Group, a department of the University of Cambridge.

OCR is a not-for-profit organisation so success is measured through the impact and reach of its activities and the scale of its contribution to helping people realise their aspirations.

OCR works in partnership with teachers, employers, higher education and government to develop general and vocational qualifications that will equip students of all abilities, with the knowledge and skills they need to reach their full potential.

1 Qualification overview

Title	OCR Level 7 Diploma in Teaching and Assessing Learners with Dyslexia/Specific Learning Difficulties			
OCR entry code	10219	Qualification Number (QN)		600/3018/5
Age group approved	Pre-16	16-18	18+	19+
				✓
This qualification is suitable for	<p>This qualification is designed to provide a route for continued professional development for teachers/trainers who have responsibility for Specific Learning Difficulties (SpLD) across a whole age phase/centre and who are involved with advising and supporting classroom teachers.</p> <p>The target group is likely to include:</p> <ul style="list-style-type: none"> • Specialist and Advisory teachers • SENCOs/Learning Support tutors and managers • Speech and Language therapists and other professionals working in an educational setting. • This qualification is designed to meet the needs of qualified teachers who not only teach learners who have specific learning needs but also provide formal diagnostic assessment reports based on the use of standardised assessment tests. They have a broader role which involves providing advice to others with regard to appropriate teaching programmes for the individuals they have assessed. 			
Entry requirements	There are no formal entry requirements for this qualification although candidates are likely to be qualified and practising teachers and other professionals who hold recognised professional qualifications.			
Credit requirement	A total credit of 60			
Structure and options	6 mandatory units			60 credits
Assessment model	<p>This qualification is pass/fail.</p> <p>This qualification is internally assessed by centre assessors and quality assurance personnel and externally verified by OCR.</p> <p>Evidence requirements are provided within each unit to meet all Learning Outcomes and Assessment Criteria.</p>			
Last date to enter candidates*	<p>We don't specify the mode of study or a time limit for achieving this qualification other than the last entry/last certification date.</p> <p>This information will also be available on Ofqual's register of regulated qualifications and our last entry/certification notification. Also we will tell you at least six months before the qualification closes for entries.</p>			

2 Introduction

OCR entry code	Title	Qualification Number
10219	OCR Level 7 Diploma in Teaching and Assessing Learners with Dyslexia/Specific Learning Difficulties	600/3018/5

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

This handbook contains what you need to know about the planning, delivery and assessment of this qualification. Staff involved in the delivery of this qualification must have access to and understand the requirements in this handbook.

For information on how to administer this qualification please follow the link to OCR's Administration area, <http://www.ocr.org.uk/administration/>.

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

This qualification has been regulated by Ofqual for delivery in England.

We will assess this qualification in accordance with Ofqual's General Conditions of Recognition.

2.1 Funding

Some qualifications may be eligible for a loan. For more information about Advanced learner loans see the [Skills Funding Agency](#).

You should use the Qualification Number (QN) when looking for public funding for candidates.

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

2.2 Qualification size

The size of the qualification is described in terms of Guided Learning Hours (GLH).

GLH indicates the approximate time (in hours) that the candidate will be supervised during any teaching, learning or assessment activities. We have worked with people who are experienced in delivering this qualification to determine what content needs to be taught and how long it will take to deliver.

This qualification is 140 guided learning hours. Total Qualification Time (TQT) is 600.

2.3 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.

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

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

Further information about this can be found in the Admin guide: Vocational Qualifications and at the Learner Records Service <https://www.gov.uk/government/publications/learning-records-service-personal-learning-record>.

3 Qualification structures and entry requirements

3.1 About this qualification

This qualification provides opportunities for candidates to:

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

3.2 Qualification aims/objectives

The Level 7 Diploma aims to:

- develop candidates ability to identify and assess the needs of learners with specific learning difficulties, using observation and evidence-based assessment and standard tests
- develop candidates' ability to write assessment reports and teaching programmes to inform and advise other professionals on learners with specific learning needs
- write assessment reports to advise external bodies (eg awarding bodies and LEAs) with regard to learners specific assessment needs
- develop candidates' professional values and commitment to professional standards.
- develop candidates understanding of a range of specific learning difficulties affecting learning and cognition
- develop candidates ability to plan, deliver, review and evaluate effective teaching programmes for learners with specific learning difficulties, both in individual and small group settings
- plan, deliver and evaluate programmes which include both literacy and numeracy, and to understand how difficulties with language and literacy will affect the development of numeracy skills
- develop candidates ability to work with others in supporting learners with specific learning difficulties
- develop candidates' theoretical understanding of specific learning difficulties with reference to international research.

3.3 Entry requirements

There are no formal entry requirements for this qualification however they are designed for qualified practising and experienced teachers and other professionals who hold recognised professional qualifications. Although OCR promotes open access to all qualifications, in practice, candidates who do not have a professional background in providing learning support may find it difficult to access opportunities to generate the full range of evidence required to achieve the full qualification.

Candidates should possess an appropriate level of learning support experience and should have unrestricted access to appropriate teaching and assessment practice.

It is anticipated that candidates will have a high level of skill and be working at or above the equivalent of Level 4 in the following key skill areas: literacy, numeracy, ICT, working with others, improving own learning and problem solving.

3.4 Progression

Candidates may be able to progress to MEds and other higher level qualifications in education.

Candidates may also progress to job roles which require the ability to:

- carry out diagnostic assessments for specific learning difficulties (dyslexia) and write assessment reports on learners. educational needs, to inform LEAs, other professionals, learners and parents/carers
- carry out assessments and write reports on learners. special assessment needs for schools, colleges, LEAs and awarding bodies
- take an advisory role with regard to formulating and implementing school/college policies for both inclusion and effective teaching of learners with specific learning difficulties.

3.5 Recognition of Prior Learning

Recognition of prior learning (RPL) is the process for recognising learning that never received formal recognition through a qualification or certification. This includes knowledge and skills gained in school, college or university and outside formal learning situations. Evidence can draw on any aspect of a candidate's prior experience including:

- domestic/family life
- education
- training
- work activities
- voluntary activities.

We encourage the use of RPL and your centre should advise learners that they can bring forward any relevant learning (gained either informally or formally) so that it can be assessed against the assessment criteria specified in the unit, or units, the learner aims to complete. It is important that your centre make it clear to 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 e.g. mandatory exams, practical/theory tests or assignments.

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

Evidence obtained through the RPL process must be assessed, to the same rigorous quality as evidence obtained through any other process.

3.6 Qualification structure and rules of combination

Candidates do not have to achieve units in any particular order and the learning programmes should be tailored to meet individual needs. It is recommended that, wherever possible, centres adopt a holistic approach to the delivery of this qualification and identify opportunities to link the units and levels.

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

The rules of combination for the qualification specify the:

- total credit value to be achieved
- mandatory unit credit
- minimum credit to be achieved at the level
- exemptions recognised from old units (i.e. expired versions of equivalent qualification).

It is the centre's responsibility to ensure that the following rules of combination are followed:

3.6.1 Table of units

The following table contains the groups of mandatory units.

OCR Unit No.	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
1	Understand theoretical concepts for teaching individuals with dyslexia/specific learning difficulties	A/503/3906	8	7	35
2	Understanding psychometric and educational assessment methods in the context of dyslexia/specific learning difficulties	F/503/3907	10	7	30
3	Assessing individuals for dyslexia/specific learning difficulties	J/503/3908	9	7	20
4*	Planning and teaching learning programmes for individuals with dyslexia/specific learning difficulties	J/503/4203	15	5	30
5*	Evaluation of teaching and learning programmes for individuals with dyslexia/specific learning difficulties	L/503/4204	8	5	15
6	Relating theoretical and methodological perspectives to practice in the context of dyslexia/specific learning difficulties	J/503/3911	10	7	10

* Please note – Units 4 and 5 are Level 5 units and are taken from the OCR Level 5 Diploma in Teaching Learners with Dyslexia/Specific Learning Difficulties. Candidates that have already achieved the Level 5 Diploma will be able to carry forward the achievement of units 3 and 4 in the Level 5 to the Level 7 Diploma as they are the same units.

3.6.2 Rules of combination

To achieve this qualification a candidate must achieve the following:

a total credit of	60
total credit from mandatory Group	60

3.6.3 Barred combinations, equivalencies and exemptions

There are no barred combinations or equivalences within this qualification.

Exemptions

These specify any exemption from the requirement to achieve credit for units that candidates can claim, based on certificated achievement and deemed to be of equivalent value to the unit or units identified.

Only candidate achievement in the last 3 years will be accepted as evidence.

The exemptions will only apply to units that have been achieved within the 3 years prior to the claim being put forward for the related 'exempted' unit taken from the expired qualification OCR Level 7 Diploma in Teaching and Assessing Learners with Dyslexia/Specific Learning Difficulties (Qualification number 100/3144/3).

If the unit had been achieved more than 3 years before, then automatic exemption will not apply and the candidate will be required to put forward evidence that meets the requirements of the related current unit. This evidence will have to reflect current knowledge and skills and will have to be assessed against the criteria of the current unit. There will likely need to be a discussion between the candidate and the assessor to check the currency of the evidence and to identify any gaps where additional work may need to be done.

OCR Unit No	Type:	Unit title	Unit Reference No (URN)
6 (Level 7)	Expired qualification 03574	Key theoretical concepts for teaching learners with dyslexia	L/102/0083
exempt from			
1 (Level 7)	Current qualification 10219	Understand theoretical concepts for teaching individuals with dyslexia/specific learning difficulties	A/503/3906
exempt from			
2 (Level 7)	Expired qualification 03574	Diagnostic assessment of learners	J/102/0079
exempt from			
3 (Level 7)	Current qualification 10219	Assessing individuals for dyslexia/specific learning difficulties	J/503/3908
exempt from			
4 (Level 5)	Expired qualification 03574	Teaching methods and reflective practice	Y/102/0071
exempt from			
5 (Level 7)	Current qualification 10219	Evaluation of teaching and learning programmes for individuals with dyslexia/specific learning difficulties	L/503/4204

4 Centre assessor and quality assurance personnel requirements

4.1 Assessment centre requirements

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 assurance is of paramount importance.

The assessment centre must:

- ensure there are sufficient trained and qualified personnel to assess the number of candidates they anticipate enrolling for the course/qualification
- ensure there are sufficient trained and qualified personnel to internally quality assure for the number of candidates and assessors
- put systems and internal quality assurance personnel in place to ensure that all assessments are valid, reliable, authentic and sufficient and provide quality assured training for centre personnel taking part in assessment
- ensure there is a system of standardisation in place to ensure that all assessments are consistent and fair
- ensure those undertaking the roles of quality assurance and assessment maintain their skills, knowledge and understanding regarding assessment and quality assurance and the associated qualification
- ensure that there is sufficient time to conduct effective assessment and internal quality assurance.

4.2 Assessment Principles

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.

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 and qualified assessor.

4.3 Centre Assessors

Where centres use trained assessors they must provide evidence, to OCR, of the training undertaken.

All centre assessors must:

- have the role of assessor identified within their role profile; where assessment forms part of an individual's role
- be occupationally competent in the units 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. 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
- understand and apply OCR recording requirements.

4.3.1 Occupationally competent

This means that each assessor/verifier must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Assessors and Verifiers must:

- hold a recognised professional qualification in teaching, speech and language therapy or educational psychology
- hold a recognised SpLD qualification
- produce evidence of recent experience of teaching and assessing
- be committed to ongoing professional development and updating.

4.3.2 Occupationally knowledgeable

This means that each assessor should have relevant knowledge and understanding, and be able to assess this in units:

- designed to test specific knowledge and understanding, or
- where knowledge and understanding are components of competency.

This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.3.3 Qualified to make assessment decisions

Those making assessment decisions must have the necessary expertise to do so.

Assessors and verifiers must either:

- hold or be working towards a recognised assessor/verifier qualification (e.g. D32/33, A1 or Award in Assessing Competence in the Work Environment)

Or:

- have experience of competence based qualifications.

4.3.4 Qualified to make quality assurance decisions

Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions as determined by the Awarding Organisation.

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

All internal quality assurance personnel must:

- be qualified in quality assurance, appropriate qualifications would include: Award in the Internal Quality Assurance of Assessment Processes and Practice, or as a verifier, (V1, D34). Where Centres use trained quality assurance personnel, they must provide evidence to OCR of the training undertaken
- be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role
- sample the assessment process to ensure accurate and consistent decisions between centre assessors and against standards
- 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
- be responsible for corrective measures identified by OCR External Verifiers and OCR.

5 Assessment

5.1 Assessment: How it works

Teachers/tutors must make sure that the teaching content for each criterion is fully addressed so that candidates can effectively meet the requirements.

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 centre teachers/tutors 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 be entered 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.

5.2 Initial assessment of candidates

It is important for centres to carry out an initial assessment that identifies the competence, knowledge and understanding candidates already have and any potential gaps that need to be addressed. This will also:

- allow centre assessors to plan the assessment
- help candidates to identify units which they might find most appropriate
- enable candidates to understand the best place to start collecting evidence.

5.3 Assessment planning

Centre assessors must take responsibility for assessment planning with candidates. This will involve discussing a number of issues with candidates including:

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

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

5.4 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 evidence to demonstrate they have met all assessment criteria**. They must consistently provide sufficient evidence for centre assessors to be able to confirm that the candidate is competent in their working environment.

In line with the Learning and Development standards, centre assessors should:

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

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

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

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

5.5 Methods of assessment

It is the centre 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 not relevant to the qualification or difficult for the candidate to understand, not in terms of the content but the way they are phrased, 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 a published critique of a selected theoretical concept presented by the candidate as their own evidence towards Unit 1. All documentation must be fully referenced following a recognised academic referencing system (e.g. Harvard referencing).

Reliable

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

Safe and manageable

Centre assessors and internal quality assurance personnel 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 unit/candidate's job role.

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

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 has identified the main assessment methods suitable for this qualification as:

- examining of the evidence by a centre assessor
- portfolios of evidence presented for assessment must include all of the evidence specified by OCR
- direct observation of practice by a qualified centre assessor or by the expert witness for occupational specific units

It is important that candidates have access to appropriate support materials (written, oral and/or electronic) to assist in the development of knowledge and skills, equipment (e.g. presentation software and hardware). There should be availability of flexible training provision which is relevant to the qualification and meets the needs of individual candidates.

5.6 Authentication

Every candidate must produce their own work independently. Centres must put in place appropriate mechanisms to make sure that centre assessors can be confident that the work accepted as evidence of a candidate's achievement is their own.

Centre assessors must:

- make sure candidates understand what constitutes plagiarism and not accept plagiarised work as evidence
- be able to distinguish individual contributions from group work
- use supervision and questioning as appropriate to confirm authenticity
- make sure candidates and centre assessors confirm the work is the candidate's own.

Plagiarism

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge a source correctly. Plagiarism makes up a large percentage of cases of suspected malpractice reported by moderators.

In line with the policy and procedures of JCQ on suspected malpractice, the penalties applied for plagiarism would usually result in the claim not being allowed.

Plagiarism often 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:

- the work they submit must be their own
- the meaning of plagiarism and what penalties may be applied
- that they may refer to research, quotations or evidence produced by somebody else but they must list and reference their sources
- quoting someone else's work, even when it is properly sourced and referenced, is not an indication of understanding. The candidate has to 'do' something with that information to show they understand it. For example, if a candidate has to analyse data from an experiment, quoting data does not show that they understand what it means. The candidate has to interpret the data and, by relating it to their assignment, say what they think it means.

Resubmitting work for summative assessment

If the teacher/tutor/assessor and the candidate feel they have not performed at their best during the assessment, the candidate can, at the teacher/tutor/assessor's discretion, improve their work and resubmit it for assessment. The teacher/tutor/assessor must ensure it is in the candidate's interests to reattempt the assessment.

Whilst there are no restrictions on the number of times that a candidate can resubmit evidence, it is the responsibility of the teacher/tutor/assessor to ensure that the details of any feedback and guidance are clearly recorded. Any advice to individual candidates over and above that given to the class as a whole should be recorded.

Centres must not encourage multiple resubmissions of work. Resubmission at the centre assessment stage is intended to allow the candidate 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.

5.7 Examining the evidence

Approved and qualified centre assessors (see [Centre assessor and Quality assurance personnel requirements](#)) must examine the evidence for the assessment of this qualification.

Evidence can:

- reflect how the candidate carried out the process/activity
- 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 centre assessor's responsibility to make sure that the evidence a candidate submits for assessment is authentic and meets the requirements of the qualification.

The product of a candidate's work will be defined by the evidence requirements provided within each unit. For example a product could be the 'purpose made learning resource' as required in Unit 4, Evidence Requirement 3. After the centre assessor has examined the evidence, they must record an assessment decision and the justification for the decision. They should also give feedback to the candidate.

Candidates must not reference another individual's personal details in any evidence produced for summative assessment. It is the candidate's responsibility to make sure evidence that includes another individual's personal details is anonymised to comply with the Data Protection Act.

After the centre assessor has examined the evidence, they must record an assessment decision and the justification for the decision. They should also give feedback to the candidate.

5.8 Direct observation

Approved and qualified centre assessors (see [Centre assessor and Quality assurance personnel requirements](#)) may carry out observations for the assessment of this qualification.

The centre assessor and candidate should plan observations together but it is the centre assessor's responsibility to record the observation properly. Observation record forms are provided for this purpose on the OCR website.

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

5.9 Performance evidence

Performance evidence provides proof of what a candidate can do. Sometimes, performance evidence can also provide inferred 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 clearly identified. Other products (for example, company policies) may have been reproduced by someone else but relate to the candidate and their competence, this must be clearly identified
- proof of the way the candidate carried out their work (that is, the process they went through). An internal centre assessor's observation of a candidate provides performance evidence and would be suitable for this qualification.

5.10 Simulation

Simulations should only be undertaken in a minority of cases, where the candidate is unable to complete the unit(s) because of the lack of opportunity within their practice/workplace. Examples include:

- where performance is critical but events occur infrequently and yet a high degree of confidence is needed that the candidate would act appropriately
- where performance is critical, happens frequently but where there is risk of harm to the candidate in a real situation
- where assessment is of a very sensitive nature and confidentiality is an issue

Simulation may be used as a supplementary form of evidence.

Internal quality assurance personnel must agree the use of simulated activities before they take place and must sample all evidence produced through simulated activities (see [Internal quality assurance](#)).

Where simulations are used they **must** replicate working activities in a workplace environment.

5.11 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.

5.12 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 centre 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 a centre assessor is confident that a candidate is competent or not. Centre assessors must be convinced that candidates working on their own can work independently to the required standard.

5.13 Report writing for Diagnostic Reports (Unit 3)

The reports should include:

- A summary of the learner's background and reasons for referral
- Details of the test environment, learner's behaviour and learner's view
- A description of the tests and assessment tasks used and analysis of the results
- A summary of the pattern of abilities and attainments related to SpLD profiles and the impact on the learner
- An interpretation of the outcomes of the assessment
- A summary of the main conclusions
- Recommendations which are stated in terms of long term needs and are relevant to the learner's situation

The reports should be logically structured and written in a straightforward style, using correct grammar, spelling and terminology. Glossaries should be included if appropriate. They should be written in such a way that they effectively communicate the outcomes of the assessment to others involved in the individual's education.

Recommendations should take into account the learner's strengths, weaknesses, interests and previous achievement.

Further Guidance is available in the PATOSS guidelines on best practice in the writing of diagnostic assessment reports which is available to be downloaded from OCR's website.

Centres are advised to refer to the PATOSS website for updates on guidance.

5.14 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 verifier. The forms can be in any format but as a minimum they must contain the information identified on OCR's website. For more details refer to the Administration area, assessment, <http://www.ocr.org.uk/administration/>.

Candidates 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 candidate and their centre assessor. The candidate should fill in and keep the CAR while working towards their qualification. A centre assessor may help the candidate complete the CAR if necessary. It may be viewed by the centre's internal quality assurance personnel and OCR external verifier for sampling purposes as part of the quality assurance process.

5.15 Verification – how it works

5.15.1 Internal quality assurance

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

Internal quality assurance personnel must agree the use of simulated activities before they take place and must sample all evidence produced through simulated activities (see section on [Simulation](#)).

5.15.2 External verification

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

External verifiers will want to interview candidates, centre assessors and internal quality assurance personnel during their visits. Assessment records and evidence for all candidates must also be available for external verifiers to see if they ask to. It is the centre assessor's (and not the quality assurance personnel 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 this qualification, 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 centre 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 relating to certificates claimed through DCS should be accessible
- a copy of the external verifier's last visit report
- a sample signature list for all centre assessors and internal quality assurance personnel
- details of training curriculum vitae and certificates for new members of the assessment team
- all **centre records** (see [Centre records – assessment and verification](#) for more details)

- evidence of achieving action points and/or recommendations since the last external verifier visit
- notes of any action carried out following 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.

5.15.3 Centre records – assessment and verification

Centres must make sure that assessment and quality assurance records are available for external verification purposes. These 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 centre assessor
- name of the internal quality assurance personnel
- date and outcome of the initial assessment of the candidate
- dates and details of candidate reviews and feedback sessions
- assessment method(s) used
- 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 assessments to justify the decision made
- an indication of frequency of, and reason for, the use of simulation, if used
- dates and outcomes of internal quality assurance
- action resulting from internal quality assurance
- certification.

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

5.16 Reporting suspected malpractice

It is the responsibility of the Head of Centre¹ to report all cases of suspected malpractice involving centre staff or candidates. A JCQ Report of Suspected Malpractice form (JCQ/M1 for candidate suspected malpractice or JCQ/M2a 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 malpractice promptly and report the outcomes to OCR.

Further information regarding reporting and investigating suspected malpractice and the possible sanctions and penalties which could be imposed, is contained in the JCQ publication: *General and Vocational Qualifications – Suspected Malpractice in Examinations and Assessments*; this is available from the [JCQ website](#). Centres may also like to refer to the [OCR Website](#) for more details.

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 exams

6 Delivery

6.1 Mode of delivery and accessing resources

OCR does not stipulate what forms of delivery that Centres must use and there are a variety of models in place to suit the individual needs of the Centres.

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.

Content such as theory and research will typically be delivered in lecture or seminar format and may be augmented by providing distance learning opportunities such as candidates accessing information electronically through Moodle-type websites or webinars. Candidates need access to current research articles, peer-reviewed journals and books. Access to this may be managed through partnerships with local colleges and university libraries. Centres delivering this qualification have to maintain test libraries so that candidates have access to the tools that they will need for assessment.

The practical aspects of the course specialist teaching and assessment can be taught and assessed face to face, but of necessity this may need to be more flexible so that candidates can submit video evidence supplied on memory sticks or DVDs. As e-learning technology progresses some centres have been able to make use of Skype communication to observe tuition and assessment and to offer tutorial support.

Centres need to consider that some candidates will require more support than others and this can be in the form of face to face, online or telephone tutorial support but also involve encouraging candidates to peer tutor e.g. observe each other's lessons or to watch their own DVDs before submission.

6.2 Wider issues

This qualification provides opportunities 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

Teachers/Tutors delivering a programme of learning leading towards this qualification would have opportunities to develop candidates' understanding of spiritual, moral, ethical, social, legislative, economic and cultural issues, for example through:

- the rights of an individual to be informed of and to access data held about them by an organisation (Data Protection Act)
- the copyrights of individuals and organisations over published electronic data
- confidentiality of information (employer and clients); the need to ensure data security
- computer misuse
- responsibility of honesty and accuracy in recording, manipulating and presenting data.

Environmental issues, health and safety considerations and European developments

Teachers/Tutors delivering a programme of learning leading towards this qualification would have opportunities to have opportunities to develop candidates' understanding of health and safety issues, environmental issues and European developments such as:

- correct procedures for working with IT equipment
- print consumables
- energy saving software.

6.3 Centre resources and requirements

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

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

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

6.4 Availability and delivery in Wales and Northern Ireland

This qualification has been regulated by Qualifications Wales for use in Wales and by CCEA for use in Northern Ireland.

Availability of qualifications and funding can be subject to change. For the latest details, please visit the following websites:

- [Department for the Economy](#) for public funding in Northern Ireland
- [Qualifications in Wales database \(QIW\)](#) for public funding in Wales

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.

6.5 Access arrangements and special consideration

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

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

The responsibility for providing adjustments to assessment is shared between the centre and OCR. Please read the JCQ booklet *Access Arrangements and Reasonable Adjustments* at www.jcq.org.uk.

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 Contact Centre.

7 Certification

Candidates who achieve the full qualification will receive:

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

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

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

7.2 Replacement certificates

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

7.3 Enquiries about results

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

To find out more about this, please refer to OCR's Administration area, post results services <http://www.ocr.org.uk/administration/>.

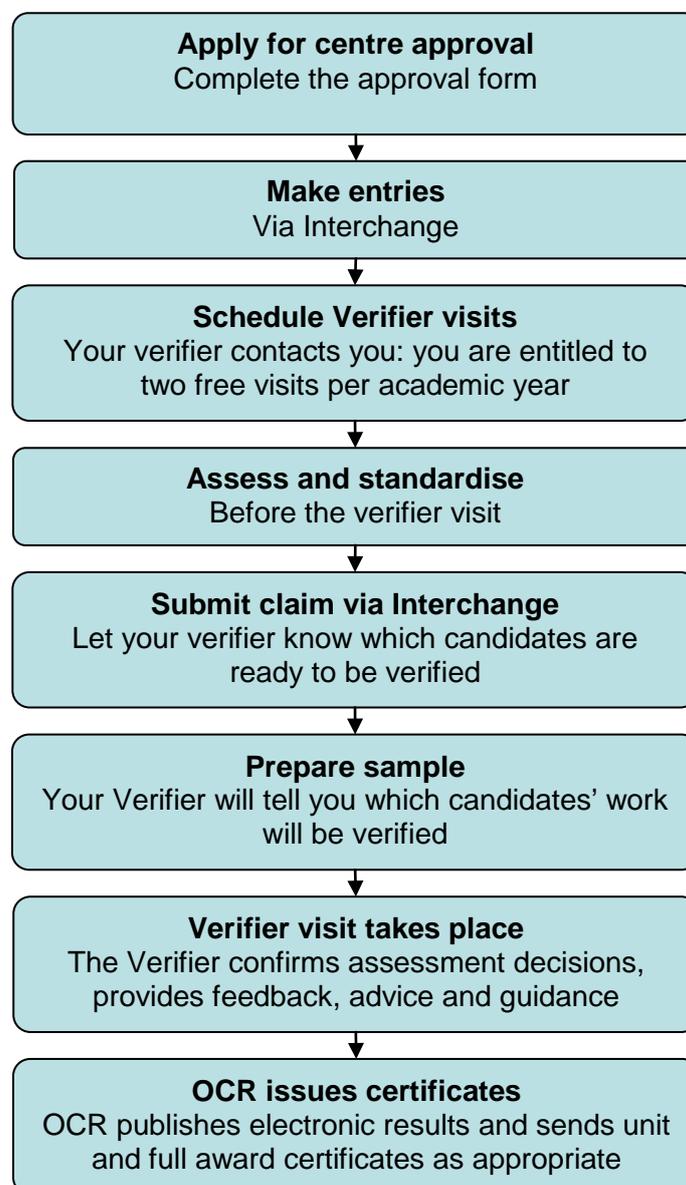
8 Administration arrangements

8.1 Administration arrangements for this qualification

This section provides an overview of the administration arrangements operating for this qualification. For more details refer to the Administration area, <http://www.ocr.org.uk/administration/>.

8.2 Overview of full process for verification

The flow chart below provides a summary of the administration process for this qualification.



8.3 How to gain centre approval

Centres can download and complete the electronic Centre Approval Form from the OCR website and return it to OCR Operations (or complete and submit it electronically) <http://www.ocr.org.uk/i-want-to/become-an-approved-centre/>.

If you have any queries contact the OCR Customer Contact Centre on 02476 851509.

8.4 Interchange

OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate, free access to candidate information at your convenience. Sign up at <https://interchange.ocr.org.uk>.

8.5 How to enter candidates

In order to let OCR know which qualifications your candidates wish to take, you need to make entries.

Making entries must be carried out via OCR Interchange - OCR's secure extranet facility. For full details of the process please see OCR's Administration area, Entries <http://www.ocr.org.uk/administration/>.

8.6 Entry options

Candidates should be entered either for the full award or individual units. They should not be entered for both. Options for candidate entry:

- Full award entry – Candidates can be entered for the full award when they are intending to complete the whole qualification rather than just individual units. This is often a more cost-effective way to make entries. Please note, however, if a candidate does not complete the full award, the remaining units cannot be transferred to another candidate.
- Unit entry – It is possible for candidates to build up their qualification unit by unit. This may be useful if a centre is unsure whether a candidate is intending to complete the full qualification.

The route for making entries is named entry; this option requires less manual work later as details of the learner are stored in Interchange.

8.7 How to make claims

All claims should be carried out via OCR Interchange. For full details of the process please visit the Administration area, assessment <http://www.ocr.org.uk/administration/>.

9 Supporting Documentation

The OCR assessment documents for use in Candidates assessment record include:

- Teaching Practice Observation Report
- Assessors marking grids

Centres must use these, or an approved equivalent form capturing the same information for the summative assessment of candidates. These forms are available to download from the qualification page of the OCR website.

Evidence Record Sheet (one to be completed for each verified unit)

For verified units this form (or a suitable alternative) is mandatory for candidates' CARs (see [cumulative assessment record](#)). It is the vehicle for linking the evidence to the assessment criteria. The evidence for the unit should be listed (as it is gathered) down the left hand side. The Evidence Record Sheet, where possible, should be completed by the candidate with the help of an assessor if necessary.

You are free to design alternative recording sheets for your candidates and centre to use. The sheets must meet certain criteria and be approved by your external verifier. For full details on the design and approval of recording sheets visit the Administration area, assessment <http://www.ocr.org.uk/administration/>.

Record of Achievement

For use by candidates to record progress through their chosen units, the use of this form is optional.

10 Further support and information

10.1 Feedback and enquiries

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

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

Telephone: 024 76 851509
Fax: 024 76 421944
Email: vocational.qualifications@ocr.org.uk

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

10.2 Complaints

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

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

We can be contacted:

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

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

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

10.3 Our professional development programme (CPD)

As part of our teacher training we offer a broad range of courses. We're constantly looking for ways to improve the support we offer you and to make our professional development programme more accessible and convenient to all. To find out more about what is available, please visit our website at <https://www.cpdhub.ocr.org.uk/>.

10.4 Useful documents and links

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

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

Other Resources:

The Dyslexia Trust have produced 'The Literacy and Dyslexia-SpLD Professional Development Framework', <http://framework.thedyslexia-spldtrust.org.uk/> . Centres may find this useful as a tool to use:

- when deciding which level of qualification would be most suitable for a candidate
- during induction
- or to direct candidates to as a library of useful resources to use in their assignment work or working practice.

Other useful websites:

1. Adult Dyslexia Organisation (ADO), <http://www.adult-dyslexia.org>
2. ACE Education, <http://www.ace-ed.org.uk>
3. Associated Board of the Royal Schools of Music (ABRSM), <http://www.abrsm.org/en/home>
4. Association for all speech-impaired children (Afacis), <http://www.afacicengland.org.uk>
5. Attention Deficit Disorder Information and Support Service, www.addiss.co.uk
6. British Dyslexia Association, <http://www.bdadyslexia.org.uk>
7. British Association of Occupational Therapists; College of Occupational Therapists, <http://www.cot.co.uk/Homepage>
8. British Psychological Society, <http://bps.org.uk>
9. British Society of Audiology, <http://www.thebsa.org.uk>
10. Chartered Society of Physiotherapy, <http://www.csp.org.uk>
11. Department for Education, <http://www.education.gov.uk>
 - a. SEN Toolkit, <http://www.education.gov.uk/publications/standard/publicationdetail/page1/DfES%200558%202001>
 - b. The National Curriculum for 5 to 11 year olds, <https://www.gov.uk/national-curriculum>
12. Driver and Vehicle Standards Agency (DVSA) <https://www.gov.uk/government/organisations/driver-and-vehicle-standards-agency>
13. Higher Education Funding Council for England, www.hefce.ac.uk
 - a. Disability Statements: A Guide to Good Practice, HEFCE November 1998, http://www.hefce.ac.uk/pubs/hefce/1998/98_66.htm
 - b. Guidance on Base Level Provision for Disabled Students in Higher Education HEFCE January 1999, http://www.hefce.ac.uk/pubs/hefce/1999/99_04.htm
14. Institute of Optometry, www.ioo.org.uk

15. Joint Council for Qualifications, www.icq.org.uk
16. Legislation.gov.uk, <http://www.legislation.gov.uk>
17. Cambrian Group, <http://www.cambianguroup.com/>
18. Patoss: The Professional Association of Teachers of Students with Specific Learning Difficulties, www.patoss-dyslexia.org
19. Quality Assurance Agency for Higher Education, www.qaa.ac.uk
20. SASC: SpLD Assessments Standards Committee, <http://www.sasc.org.uk/>
21. The Dyspraxia Foundation, <http://dyspraxiafoundation.org.uk>
22. Learning and Work Institute, <http://www.learningandwork.org.uk/>
23. The Royal College of Speech and Language Therapists, www.rcslt.org

Publications

24. Brooks, G. What Works for Children with Literacy Difficulties? The Effectiveness of Intervention Schemes, Third Edition, (2007), DCSF, http://www.education.gov.uk/publications//eOrderingDownload/pri_lit_what_works0068807.pdf
25. Chinn, S. and Ashcroft, R. (3rd edition 2006) Mathematics for Dyslexics: including Dyscalculia, John Wiley & Sons Ltd, Chichester, West Sussex
26. Henderson, A (2012) Dyslexia, Dyscalculia and Mathematics, Routledge, Oxon
27. Ott P (1997) How to Detect and Manage Dyslexia – A Reference and Resource Manual, Oxford, Heinemann
28. Politt, R., Pollock, J. and Waller, E. (2nd edition 2004) Day-to-Day Dyslexia in the Classroom, Routledge Falmer, London
29. Reid G (Fourth edition 2009) Dyslexia – A Practitioner’s Handbook, John Wiley & Sons Ltd, Chichester, West Sussex
30. Reason R and Boote R (1994) Helping Children with Reading and Spelling: A Special Needs Manual, Routledge, London
31. Thomson M E & Watkins E J (Second Edition 1998) Dyslexia A Teaching Handbook, Whurr Publishers Ltd, London
32. White A and Saunders C (2001) How Dyslexics Learn, Patoss
33. Backhouse G. & Morris, K. eds (2005) Dyslexia? assessing and reporting. The Patoss Guide, Hodder Murray, London
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35. McLoughlin, D., Leather, C. & Stringer, P. (2002) The Adult Dyslexic Interventions and Outcomes, Whurr Publishers Ltd, London
36. Milne, D (2005) Teaching the brain to read SK Publishing
37. Mortimore, T (2nd edition 2008) Dyslexia and Learning Style. A Practitioner’s Handbook, Wiley-Blackwell, West Sussex
38. Reid, G. & Wearmouth, J eds (2002) Dyslexia and Literacy: Theory and Practice, John Wiley & Sons Ltd, Chichester, West Sussex

Major publishers

1. Wiley

The Atrium, Southern Gate, Chichester, West Sussex. PO19 8SQ

Telephone: 44.1243.779777

Facsimile: 44.1243.775878

Email: customer@wiley.co.uk

Website: <http://eu.wiley.com/WileyCDA/Section/id-301698.html#country3>

2. David Fulton Publishers

Taylor & Francis Group, 2 Park Square, Milton Park, Abingdon. OX14 4RN UK

General Enquires: 44 0 207 017 7913

Fax: 020 7017 6707

Email: education@routledge.com

Website: <http://www.routledge.com>

3. Heinemann

Heinemann, PO Box 6926, Portsmouth. NH 03802–6926

Enquiries, Customer Service, and Telephone Orders should be directed to:

Phone: 800.225.5800

Fax: 877.231.6980

Email: custserv@heinemann.com

Website: www.heinemann.com

4. Routledge

Bookpoint, 130 Milton Park, Abingdon, Oxon. OX14 4SB, UK

Telephone: +44 (0) 1235 400 400

Fax: +44 (0) 1235 400 401

Email: book.orders@tandf.co.uk

Website: <https://www.routledge.com/>

5. Hodder and Stoughton –

338 Euston Road, London. NW1 3BH

Telephone: 0207 8736000

Website: www.hodder.co.uk

6. AMS Educational –www.amseducational.com

PO Box 150, Winsford, Cheshire. CW7 3WA

Telephone: 01606 83 66 99

Fax: 01606 83 66 55

e-mail: sales@amseducational.co.uk