CAMBRIDGE
OCR

Centre Handbook

Cambridge Technicals 2012

Business

Cambridge OCR Level 3 Cambridge Technical Certificate in Business 05327

Cambridge OCR Level 3 Cambridge Technical Introductory Diploma in Business 05329

Cambridge OCR Level 3 Cambridge Technical Subsidiary Diploma in Business 05332

Cambridge OCR Level 3 Cambridge Technical Diploma in Business 05335

Cambridge OCR Level 3 Cambridge Technical Extended Diploma in Business 05338

Version 7.0

ocr.org.uk

Summary of updates

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

Section	Title of section	Change	Version number & Date
5	Assessment & OCR Visiting Moderation – 5.6 Authentication - Plagiarism	Updated to include more information relating to AI misuse in assessments and required teaching for referencing or acknowledging material copied from the internet or other sources.	Version 7 June 2026
Throughout		partial rebrand	
Throughout		updated hyperlinks	
7	7.3 Collecting evidence of learner performance to ensure resilience in the qualifications system – new section added	New section added	Version 6 March 2024
Throughout		Hyperlinks updated	Version 5 January 2023
5.1	Assessment and OCR visiting moderation overview	Added - You have the choice of virtual or face-to-face moderation visits.	
Throughout		Hyperlinks updated	Version 4 May 2021
4 5 7	Centre assessor and internal standardisation requirements Assessment and OCR visiting moderation Delivery	Reference to the Data Protection Act updated	
9	Interchange	Updated information	
10	Contacting OCR	Contact details updated	
Throughout		Updated references to OCR's Administration Area. Hyperlinks have been updated.	Version 3 April 2019
1	Availability and Funding	Updated information and hyperlinks	
	Delivery in Wales and Northern Ireland	Updated information	

	Language		
	Performance information	Now added	
	Qualification size	Updated information	
	Unique Learner Numbers (ULN)	Now added	
	Recognition of Prior Learning (RPL)	Updated information	
	Last entry date	Updated information	
4	Centre assessor and internal standardisation requirements	Updated information	
9	Our professional development programme (CPD)	Now added	
10	Feedback and enquiries	Updated information	
	Complaints		
Throughout		Updated references to OCR's Admin guide: Cambridge Technicals with the new OCR Administration webpages for Cambridge Technicals.	Version 2 January 2017
		Removed references to the Qualifications and Credit Framework (QCF).	
		Updated JCQ document titles	
1	Availability and Funding	Updated information and hyperlinks	
	Delivery in Wales and Northern Ireland Language	Updated information	
	Guided Learning Hours	Updated to include information about Total Qualification Time	
	Recognition of Prior Learning	Updated information	
	UCAS tariff table	Updated information and added link to the UCAS website	
4	Assessment centre requirements	Additional information about feedback, authenticity and retention of records and work	
	Centre assessor	Additional information about	

	responsibilities	the use of assessment and practice assessment material and compliance with the Data Protection Act	
	Centre standardisation for assessors	Updated information about standardisation where only one assessor is in the centre.	
5	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 how feedback is provided and data protection	
	Witness statements	Added information about the use of witness statements as supporting evidence.	
	Assessment and grading of evidence for units	Added information about assessing work for (summative) assessment and resubmitting work.	
	Reporting suspected malpractice	Updated information	

About us

OCR is a leading UK awarding body and part of Cambridge University Press & Assessment.

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 learners of all abilities, with the knowledge and skills they need to reach their full potential.

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1 Introduction

This handbook provides information for staff involved in the planning, delivery and assessment of the following qualifications:

Title	OCR entry code	Qualification Number
OCR Level 3 Cambridge Technical Certificate in Business	05327	600/4226/6
OCR Level 3 Cambridge Technical Introductory Diploma in Business	05329	600/4608/9
OCR Level 3 Cambridge Technical Subsidiary Diploma in Business	05332	600/4235/7
OCR Level 3 Cambridge Technical Diploma in Business	05335	600/4229/1
OCR Level 3 Cambridge Technical Extended Diploma in Business	05338	600/4232/1

The units and any supporting documentation for these qualifications are available on the OCR website.

The information provided in this handbook is correct at the time of production. Occasionally it may be updated. Please check the qualification webpage for the most up-to-date information.

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

For information on how to administer these qualifications please follow the link to OCR's Administration area.

You should make sure learners are told the title and level of the qualification for which they have been entered and that OCR is the awarding body for the qualification.

1.1 Aims and Objectives

The Cambridge Technicals provide opportunities to develop skills demanded by employers.

These qualifications and units are structured to enable learners to gain qualifications at their own pace and build on their achievements.

The Cambridge Technical qualifications offer learners the opportunity for a programme of study to:

- prepare for further learning or training
- develop essential knowledge, transferable skills and personal skills in a subject area that interests them with the aim of enhancing their employability
- move into different areas of employment
- develop their knowledge and skills as part of their Continuing Professional Development (CPD)
- achieve a nationally recognised vocational qualification.

Learners will also have the opportunity to acquire the essential knowledge and tools for the world of work by developing transferable skills such as planning, research and analysis, working with others and effective communication.

Learners may wish to extend their programme of learning through the study of general qualifications such as GCE, GCE AS or other related/appropriate vocational qualifications.

For learners seeking, or currently in, employment, these qualifications offer the opportunity to refresh and update their knowledge and skills in a particular sector.

Some learners may wish to gain the qualification in order to enter employment or to progress to higher education.

1.2 Entry requirements and prior learning

There are no formal entry requirements for these qualifications.

There is no requirement for any specific prior learning.

It is recommended that an initial assessment should take place to ensure the learner is capable of reaching the required standards.

1.3 Assessment

The units in these qualifications are internally assessed by centre assessors and quality assurance personnel and externally moderated by OCR Visiting Moderators. Assessment of all units can take place at a time to suit learners and the centre.

1.4 Availability and Funding

To check if these qualifications are approved for delivery and funding in your country you must visit the following websites for the latest information:

England

- Register of Regulated Qualifications – Ofqual's register of regulated qualifications
- Department for Education – list of Qualifications approved for funding

Wales

- Qualifications in Wales database (QiW) - for information on approved and designated qualifications in Wales including funding

Northern Ireland

- Register of Regulated Qualifications – for England and Northern Ireland
- NIEFQAN – Approval of qualifications by the Department of Education in Northern Ireland
- Department for the Economy for public funding in Northern Ireland.

Use the Qualification Number (QN) when you're looking for information on qualification eligibility for public funding.

If you have any queries about funding for these qualifications email us at funding@ocr.org.uk.

1.5 Delivery in Wales and Northern Ireland

Learners in Wales and 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, we have used neutral terms so learners may apply whatever is appropriate and current to their own situation.

We will provide handbooks, assessments and supporting documentation in English. Only answers provided in English will be assessed.

1.6 Performance Information

You will find information on:

- performance points for Northern Ireland on the Department of Education website
- performance measures for Wales on Qualifications in Wales database (QiW). If you have any queries about the performance information then please email ims@wales.gsi.gov.uk.

1.7 Qualification Size

The size of the qualification is described in terms of Guided Learning Hours (GLH) and Total Qualification Time (TQT).

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

TQT is comprised of two elements: GLH, and an estimate of the number of hours a learner will reasonably spend on any unsupervised learning or assessment activities (including homework) so they can successfully achieve their qualification.

See section 2, 'Qualification summary', for details of GLH and TQT.

1.8 UCAS tariff tables

Further information can be found on the UCAS website.

It's always important for learners to check individual course requirements when applying to university.

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

For more information, and to generate a ULN, please refer to the Learning Records Service.

1.10 Recognition of Prior Learning (RPL)

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 learner'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

1.11 Last entry date

These qualifications will continue to be available for entries and certification until the decision is made for them to be withdrawn.

If a qualification is going to be withdrawn, end dates will be set for entries and certification and centres will be informed of the arrangements for the last date to enter learners and make claims for certificates.

2 Qualification summary

<table>
<tr><td>Title</td><td colspan="4">OCR Level 3 Cambridge Technical Certificate in Business</td></tr>
<tr><td>OCR entry code</td><td colspan="4">05327</td></tr>
<tr><td>Qualification Number (QN)</td><td colspan="4">600/4226/6</td></tr>
<tr><td>Guided Learning Hours (GLH)</td><td>180</td><td>Total Qualification Time (TQT)</td><td colspan="2">300</td></tr>
<tr><td rowspan="2">Approved age group</td><td>Pre-16</td><td>16-18</td><td>18+</td><td>19+</td></tr>
<tr><td></td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>This qualification is suitable for</td><td colspan="4">• Learners studying in preparation for employment in Business
• Learners wishing to gain a Level 3 qualification to support further study in Further Education (FE) and Higher Education (HE) in Business
• Learners wishing to gain a Level 3 qualification to support further study in FE or HE in any other sector or subject area</td></tr>
<tr><td>Entry requirements</td><td colspan="4">There are no formal entry requirements for this qualification.</td></tr>
<tr><td>Credit requirement</td><td colspan="4">Minimum 30 credits</td></tr>
<tr><td rowspan="2">Structure and options</td><td colspan="3">Total credit from mandatory units 1 and 2</td><td>20</td></tr>
<tr><td colspan="3">Minimum credit from optional units</td><td>10</td></tr>
<tr><td>Assessment model and grading</td><td colspan="4">This qualification is internally assessed by centre assessors and quality assurance personnel and externally moderated by OCR Visiting Moderators.
This qualification is graded:
Pass, Merit, Distinction, Distinction*.</td></tr>
</table>

Where a learner does more than the minimum amount of credit, the points will be calculated to get the best grade possible for their full qualification.

<table>
<tr><td>Title</td><td colspan="4">OCR Level 3 Cambridge Technical Introductory Diploma in Business</td></tr>
<tr><td>OCR entry code</td><td colspan="4">05329</td></tr>
<tr><td>Qualification Number (QN)</td><td colspan="4">600/4608/9</td></tr>
<tr><td>Guided Learning Hours (GLH)</td><td>360</td><td colspan="2">Total Qualification Time (TQT)</td><td>600</td></tr>
<tr><td rowspan="2">Approved age group</td><td>Pre-16</td><td>16-18</td><td>18+</td><td>19+</td></tr>
<tr><td></td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>This qualification is suitable for</td><td colspan="4">• Learners studying in preparation for employment in Business
• Learners wishing to gain a Level 3 qualification to support further study in Further Education (FE) and Higher Education (HE) in Business
• Learners wishing to gain a Level 3 qualification to support further study in FE or HE in any other sector or subject area</td></tr>
<tr><td>Entry requirements</td><td colspan="4">There are no formal entry requirements for this qualification.</td></tr>
<tr><td>Credit requirement</td><td colspan="4">Minimum 60 credits</td></tr>
<tr><td rowspan="2">Structure and options</td><td colspan="3">Total credit from mandatory units 1 and 2</td><td>20</td></tr>
<tr><td colspan="3">Minimum credit from optional units</td><td>40</td></tr>
<tr><td>Assessment model and grading</td><td colspan="4">This qualification is internally assessed by centre assessors and quality assurance personnel and externally moderated by OCR Visiting Moderators.
This qualification is graded:
Pass, Merit, Distinction, Distinction*.</td></tr>
</table>

Where a learner does more than the minimum amount of credit, the points will be calculated to get the best grade possible for their full qualification.

<table>
<tr><td>Title</td><td colspan="4">OCR Level 3 Cambridge Technical Subsidiary Diploma in Business</td></tr>
<tr><td>OCR entry code</td><td colspan="4">05332</td></tr>
<tr><td>Qualification Number (QN)</td><td colspan="4">600/4235/7</td></tr>
<tr><td>Guided Learning Hours (GLH)</td><td>540</td><td>Total Qualification Time (TQT)</td><td colspan="2">900</td></tr>
<tr><td rowspan="2">Approved age group</td><td>Pre-16</td><td>16-18</td><td>18+</td><td>19+</td></tr>
<tr><td></td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>This qualification is suitable for</td><td colspan="4">• Learners studying in preparation for employment in Business
• Learners wishing to gain a Level 3 qualification to support further study in Further Education (FE) and Higher Education (HE) in Business
• Learners wishing to gain a Level 3 qualification to support further study in FE or HE in any other sector or subject area</td></tr>
<tr><td>Entry requirements</td><td colspan="4">There are no formal entry requirements for this qualification.</td></tr>
<tr><td>Credit requirement</td><td colspan="4">Minimum 90 credits</td></tr>
<tr><td rowspan="2">Structure and options</td><td colspan="2">Total credit from mandatory units 1, 2 and 3</td><td colspan="2">30</td></tr>
<tr><td colspan="2">Minimum credit from optional units</td><td colspan="2">60</td></tr>
<tr><td>Assessment model and grading</td><td colspan="4">This qualification is internally assessed by centre assessors and quality assurance personnel and externally moderated by OCR Visiting Moderators
This qualification is graded:
PP, PM, MM, MD, DD, DD*, D*D*.</td></tr>
</table>

Where a learner does more than the minimum amount of credit, the points will be calculated to get the best grade possible for their full qualification.

<table>
<tr><td>Title</td><td colspan="4">OCR Level 3 Cambridge Technical Diploma in Business</td></tr>
<tr><td>OCR entry code</td><td colspan="4">05335</td></tr>
<tr><td>Qualification Number (QN)</td><td colspan="4">600/4229/1</td></tr>
<tr><td>Guided Learning Hours (GLH)</td><td>720</td><td>Total Qualification Time (TQT)</td><td colspan="2">1200</td></tr>
<tr><td rowspan="2">Approved age group</td><td>Pre-16</td><td>16-18</td><td>18+</td><td>19+</td></tr>
<tr><td></td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>This qualification is suitable for</td><td colspan="4">• Learners studying in preparation for employment in Business
• Learners wishing to gain a Level 3 qualification to support further study in Further Education (FE) and Higher Education (HE) in Business
• Learners wishing to gain a Level 3 qualification to support further study in FE or HE in any other sector or subject area</td></tr>
<tr><td>Entry requirements</td><td colspan="4">There are no formal entry requirements for this qualification.</td></tr>
<tr><td>Credit requirement</td><td colspan="4">Minimum of 120 credits</td></tr>
<tr><td rowspan="2">Structure and options</td><td colspan="3">Total credit from mandatory units 1, 2, 3, 4, 5</td><td>50</td></tr>
<tr><td colspan="3">Minimum credit from optional units</td><td>70</td></tr>
<tr><td>Assessment model and grading</td><td colspan="4">This qualification is internally assessed by centre assessors and quality assurance personnel and externally moderated by OCR Visiting Moderators.
This qualification is graded:
PP, PM, MM, MD, DD, DD*, D*D*</td></tr>
</table>

Where a learner does more than the minimum amount of credit, the points will be calculated to get the best grade possible for their full qualification.

<table>
<tr><td>Title</td><td colspan="4">OCR Level 3 Cambridge Technical Extended Diploma in Business</td></tr>
<tr><td>OCR entry code</td><td colspan="4">05338</td></tr>
<tr><td>Qualification Number (QN)</td><td colspan="4">600/4232/1</td></tr>
<tr><td>Guided Learning Hours (GLH)</td><td>1080</td><td>Total Qualification Time (TQT)</td><td colspan="2">1800</td></tr>
<tr><td rowspan="2">Approved age group</td><td>Pre-16</td><td>16-18</td><td>18+</td><td>19+</td></tr>
<tr><td></td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>This qualification is suitable for</td><td colspan="4">• Learners studying in preparation for employment in Business
• Learners wishing to gain a Level 3 qualification to support further study in Further Education (FE) and Higher Education (HE) in Business
• Learners wishing to gain a Level 3 qualification to support further study in FE or HE in any other sector or subject area</td></tr>
<tr><td>Entry requirements</td><td colspan="4">There are no formal entry requirements for this qualification.</td></tr>
<tr><td>Credit requirement</td><td colspan="4">Minimum of 180 credits</td></tr>
<tr><td rowspan="2">Structure and options</td><td colspan="3">Total credit from mandatory units 1, 2, 3, 4, 5</td><td>50</td></tr>
<tr><td colspan="3">Minimum credit from optional units</td><td>130</td></tr>
<tr><td>Assessment model and grading</td><td colspan="4">This qualification is internally assessed by centre assessors and quality assurance personnel and externally moderated by OCR Visiting Moderators.
This qualification is graded:
PPP, PPM, PMM, MMM, MMD, MDD, DDD, DDD*, DD*D*, D*D*D*</td></tr>
</table>

Where a learner does more than the minimum amount of credit, the points will be calculated to get the best grade possible for their full qualification.

3 Qualification structures and rules of combination

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

If a learner is not able to complete the full qualification, a unit certificate will be issued listing the unit(s) and credit achieved.

The rules of combination for the qualification specify the:

- minimum credit value to be achieved
- mandatory unit credit
- optional unit credit.

A 'rules of combination' calculator is available on the qualification webpage. This is an Excel-based tool which can be used to ensure a learner's choice of units meet the mandatory requirements and achieve the required number of credits for their chosen qualification. There is also the option to generate a personal printout for learner portfolios or other records.

When combining units for these qualifications, it is the centre's responsibility to ensure the rules of combination are followed.

3.1 Topping up and moving down

OCR Level 3 Cambridge Technical qualifications have been structured so there is a natural progression route within the suite of qualifications from:

- Certificate to Introductory Diploma
- Introductory Diploma to Subsidiary Diploma
- Subsidiary Diploma to Diploma
- Diploma to Extended Diploma.

Learners are able to 'top up' or 'move down' from one qualification to the next, e.g. from a Certificate to an Extended Certificate or vice versa.

Topping up allows learners to complete only the additional units required to complete the next qualification in the suite.

Moving down allows learners, who have entered for a qualification and are unable to complete all the required units, to move down to the next qualification provided they have achieved enough units.

A full list of entry codes and fees are provided on the OCR website.

3.2 Table of units for OCR Level 3 Cambridge Technical Business qualifications

The following table contains the list of Level 3 units. The units are available to download from the qualification webpage.

[M = mandatory unit O= Optional unit]

OCR Unit No.	Unit title	Unit Reference No. (URN)	Credit value	Level	GLH	Certificate	Diplomas			
							Introductory	Subsidiary	Diploma	Extended
1	The business environment	Y/502/5408	10	3	60	M	M	M	M	M
2	Business resources	D/502/5409	10	3	60	M	M	M	M	M
3	Introduction to marketing	Y/502/5411	10	3	60	O	O	M	M	M
4	Business accounting	M/502/5415	10	3	60	O	O	O	M	M
5	Human resource management in business	K/502/5445	10	3	60	O	O	O	M	M
6	Business communication	H/502/5413	10	3	60	O	O	O	O	O
7	Financial accounting	T/502/5416	10	3	60	O	O	O	O	O
8	Management accounting	J/502/5419	10	3	60	O	O	O	O	O
9	Creative product promotion	Y/502/5425	10	3	60	O	O	O	O	O
10	Market research in business	H/502/5427	10	3	60	O	O	O	O	O
11	Internet marketing in business	M/502/5432	10	3	60	O	O	O	O	O
12	Recruitment and selection in business	A/502/5434	10	3	60	O	O	O	O	O
13	Development planning for a career in business	H/502/5444	10	3	60	O	O	O	O	O
14	Managing a business event	F/502/5449	10	3	60	O	O	O	O	O
15	Developing teams in business	T/502/5450	10	3	60	O	O	O	O	O

OCR Unit No.	Unit title	Unit Reference No. (URN)	Credit value	Level	GLH	Certificate	Diplomas			
							Introductory	Subsidiary	Diploma	Extended
16	Aspects of contract and business law	F/502/5452	10	3	60	O	O	O	O	O
17	Understanding health and safety in the business workplace	H/502/5458	10	3	60	O	O	O	O	O
18	Business project management	K/502/5459	10	3	60	O	O	O	O	O
19	Website design strategy	Y/502/5490	10	3	60	O	O	O	O	O
20	Understanding business ethics	A/502/5496	10	3	60	O	O	O	O	O
21	Business and the economic environment	T/502/5500	10	3	60	O	O	O	O	O
22	International business	F/502/5502	10	3	60	O	O	O	O	O

3.3 Rules of combination for OCR Level 3 Cambridge Technical Certificate in Business

To achieve this qualification, a learner must achieve the following:

minimum credit of	30
total credit from mandatory units 1 and 2	20
minimum credit from optional units	10

3.4 Rules of combination for OCR Level 3 Cambridge Technical Introductory Diploma in Business

To achieve this qualification, a learner must achieve the following:

minimum credit of	60
total credit from mandatory units 1 and 2	20
minimum credit from optional units	40

3.5 Rules of combination for OCR Level 3 Cambridge Technical Subsidiary Diploma in Business

To achieve this qualification, a learner must achieve the following:

minimum credit of	90
total credit from mandatory units 1, 2 and 3	30
minimum credit from optional units	60

3.6 Rules of combination for OCR Level 3 Cambridge Technical Diploma in Business

To achieve this qualification, a learner must achieve the following:

minimum credit of	120
total credit from mandatory units 1, 2, 3, 4, 5	50
minimum credit from optional units	70

3.7 Rules of combination for OCR Level 3 Cambridge Technical Extended Diploma in Business

To achieve this qualification, a learner must achieve the following:

minimum credit of	180
total credit from mandatory units 1, 2, 3, 4, 5	50
minimum credit from optional units	130

There are no barred combinations, equivalencies or exemptions for these qualifications.

4 Centre assessor and internal standardisation 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 or qualified personnel to:
    - teach and assess the expected number of learners
    - internally standardise the number of assessors assessing the units offered by the centre, e.g. Head of Department, senior teacher, experience of standardising decisions, Lead Internal Verifier (IV)
- put systems in place to ensure all assessments are valid, reliable, authentic and sufficient (see section 5.6 on authentication of learners' work)
- provide quality-assurance training for centre personnel taking part in assessment
- ensure there is a system of internal standardisation in place to ensure all assessments are consistent and fair
- ensure there is sufficient time to conduct effective teaching, assessment and internal standardisation
- ensure there are sufficient facilities and resources to deliver and assess these qualifications, to give learners every opportunity to meet the requirements of the unit and reach the highest grade possible
- comply with the requirements for giving feedback to learners (see section 5.6)
- a declaration is made at the point of submitting any work to OCR for assessment that confirms:
    - learners' work is authentic
    - grades have been transcribed accurately when completing the claim documentation.
    - all assessment is conducted according to the specified regulations identified in the Administration area.
- centre records and learners' work is kept according to the requirements below:
    - Learners' work must be kept until after their qualifications have been awarded and any appeals processed. No appeal will be considered if the centre does not keep the work.

- Internal standardisation and assessment records must be kept securely for a minimum of three years after the date certificates have been issued for a qualification.

4.2 Centre assessor responsibilities

The centre assessor is normally the tutor and they will be responsible for assessing learners' evidence. Large centres are likely to have more than one assessor, in which case we would expect steps to be taken to ensure the quality and standard of assessment is consistent (see section 5).

Centres are responsible for identifying staff that are able to act as assessors. Assessors are required to have the relevant level of subject expertise to deliver these qualifications and they must assess the learners' work in accordance with the unit specifications and any assessment requirements. Where centre assessment fails to meet national requirements, as determined by the learning outcomes, assessment and grading criteria of the unit(s), it will result in the unit(s) or claim being rejected.

Centre assessors, who are responsible for assessing learners' evidence, must:

- judge learners' work against the assessment criteria identified in the units
- identify valid and sufficient evidence
- ensure authentication of learners' work (see section 5.6)
- identify gaps in evidence and ensure these are filled before the unit is claimed
- give an appropriate level of feedback to learners and record what feedback has been given (see section 5.6)
- liaise with other assessors in the centre to ensure assessment decisions are to the required standard
- confirm learners' achievements by completing and signing the Unit Recording Sheet (URS) for each learner and each unit, ensuring that grades are correctly recorded and accurately transcribed to the claim being submitted and justifying the grade put forward for moderation
- maintain records of learners' achievements which would be needed in the event of any submission or results enquiries
- ensure that any materials provided for assessment of internally assessed units cannot be used for practice and then used again, without change, for summative assessment (see section 5.4)
- ensure that learners know they must comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (GDPR) when they are producing work for assessment. Learners must not reference another individual's personal details in any evidence produced for assessment. It is the learner's responsibility to make sure evidence that includes another individual's personal details is anonymised.

4.3 Centre standardisation for assessors

If the centre has a number of staff acting as assessors for these qualifications then internal standardisation **must** be carried out to ensure that all learners' work is assessed consistently to the required standard. There is a guide on how internal standardisation may be approached on the webpages for Cambridge Technicals.

If there is only one assessor in the centre for these qualifications then it **must** be ensured that internal standardisation takes place. An example would be to ask another assessor in the centre, or another centre, to review a sample of the assessment decisions. This should be someone who has experience of the nature of these qualifications (e.g. is delivering a similar qualification in another subject) or has relevant subject knowledge. They should review a sample of the assessments. Please note, OCR is not able to provide information or contact details of centres offering these qualifications.

Evidence of internal standardisation must be retained in the centre for the Visiting Moderator to view.

In order to maintain a consistent approach to internal standardisation, a centre co-ordinator **could** be nominated.

Whoever is responsible for internal standardisation **must**:

- ensure all assessors are assessing to the required standard
- ensure all assessment decisions are fair, valid and reliable
- arrange regular standardisation meetings
- ensure cross-moderation of work between assessors
- sample assessments to confirm assessors' judgments across all units and all grades
- ensure feedback has been provided to assessors and documented e.g. minutes of meetings, records of feedback
- maintain records of the outcome of cross-moderation activities
- advise centre assessors of any discrepancies in assessment
- suggest ways in which assessment may be brought into line to meet the required standard.

5 Assessment and OCR visiting moderation

5.1 Overview

Key features of the assessment and moderation of these qualifications are:

- assessment of units is by centre-devised assignments or tasks. This provides opportunities to tailor assignments or tasks to meet the needs of the learner
- assessment of all units can take place at a time to suit learners and the centre
- tutors and assessors can draw on real work-based opportunities for learners to generate evidence. This approach has been found to motivate learners and increase the likelihood of them staying on the programme. Even where work-based activities are limited, these qualifications are designed to enable learners to generate assessment evidence in a vocationally relevant context
- performance at unit level is graded as pass, merit or distinction. These grades are aggregated to provide an overall grade for the qualification. Qualifications above Pass grade are graded Merit, Distinction or Distinction*
- all units are assessed by the centre and externally moderated by an OCR Visiting Moderator. You have the choice of virtual or face-to-face moderation visits.

Assessment of these qualifications will be conducted in accordance with the Regulator's General Conditions of Recognition.

When learners complete an assignment/task, the centre assessor assesses their work.

Centres will need to identify staff to act as centre assessors. They will need to have experience in making judgments about learners' achievements against the assessment criteria and requirements of the unit (see section 4).

It should be ensured that a rigorous and reliable system for recording assessment decisions is in place, including decisions made during internal standardisation. All learner assessment records must be fully auditable. The OCR Visiting Moderator must be able to see, for each unit, evidence of:

- who assessed the learner and what was assessed (i.e. the unit evidence)
- when the assessment took place
- what feedback was given to the learner
- when the assessor was internally standardised and by whom
- what grade was awarded
- what feedback was given to the assessor, including if the assessment decision was agreed with or not (and why), as well as any action points that needed to be addressed prior to submission for moderation and/or recommendations for future consideration.

5.2 Assessment: How it works

The purpose of assessment is to ensure that learners have the opportunity to demonstrate they can meet each assessment criterion to achieve the learning outcome. Learners should be given the opportunity to access the full range of grades, i.e. pass, merit, distinction. The pass assessment criteria in each unit indicate the level required to achieve the unit at a pass grade. Within each unit there are opportunities to achieve merit or distinction grades.

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

All learners must have safe and equal opportunities to generate evidence (see section 5.5).

Learners will gather evidence to show how they have met the assessment criteria for the units.

Tutors must make sure the teaching content for the learning outcome is fully addressed so that learners can effectively meet the requirements.

- To achieve a 'pass' a learner must have satisfied **all** the 'pass' assessment criteria.
- To achieve a 'merit' a learner must achieve **all** the 'pass' assessment criteria and **all** the 'merit' assessment criteria.
- To achieve a 'distinction' a learner must achieve **all** the 'pass' assessment criteria and **all** the 'merit' assessment criteria and **all** the 'distinction' criteria.

As a minimum the identified teaching content in the unit should be covered. It may be expanded upon or tailored to particular contexts in which the unit is being taught and the assessment criteria applied.

It is recommended 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.

OCR will arrange a date to visit that is suitable for both the centre and the Visiting Moderator.

Tutors/Assessors must plan when they expect learners to be ready for assessment. Learners can repeat an assignment if they have not performed at their best but you must use discretion must be used as to whether or not this is in their best interests. It is strongly advised that time is left in the planning of the programme in case an assignment needs to be repeated.

See section 5.15 for information on assessing work for summative assessment.

5.3 Initial assessment of learners

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

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

5.4 Developing centre set assignments

Assessment of units is by centre devised assignments or tasks. This provides centres with opportunities to tailor the assignments or tasks to meet the needs of the learner and local employers.

Centres will need to ensure that any assignments or tasks enable learners to meet all of the assessment criteria in the units and the full range of grades.

OCR has provided a model assignment for both Level 2 and Level 3. These are available to download from the OCR website and can be used as they are or tailored to the needs of learners. They can also be used as a benchmark for centres to devise their own assignments or tasks. The assignments or tasks are to be used for summative assessment.

Summative assessment or assessment of learning:

- is intended to summarise what learners know or can do at a given time, and enable tutors to measure learners' achievements
- can take place at either specific points through their learning programme or at the end of the learning programme.

Cambridge Technicals enable evidence to be accepted that has been generated in the workplace. It may be helpful for tasks to be set in a context (this is referred to in the model assignments as the scenario). Centres are best placed to decide on an appropriate context for the assessment for their learners. If there is a clear purpose to the tasks and the context is relevant to the learner, they are more likely to be motivated throughout the assessment. The tasks could present a challenge or a problem to solve so that the learner applies their knowledge and understanding to complete the task. It is not essential to have a scenario, for example, when the learner is likely to be distracted by the detail of the scenario and not focus on the tasks.

If a scenario is used, the tasks must relate to the scenario provided. It is highly likely that assignments will comprise of two or more tasks, so ideally, they will have relevance to each other as well as the scenario.

Care must be taken not to introduce additional requirements that are not specified in the assessment criteria. For example, where an assessment criterion requires an explanation, do not ask for analysis in the task. Likewise, centres must ensure the level of demand of the assessment criterion is not undermined by asking for a lower level of demand; for example, where an assessment criterion requires an explanation, do not ask for a description or identification in the task.

It is recommended that the number of tasks should be kept to a minimum to avoid overly long or repetitive assessment. A single task can cover more than one learning outcome or assessment criterion.

Where it is possible for learners to work in groups on a task, centres must ensure that learners are able to make an individual contribution to the work of the group and that their contribution is clearly assessable and results in individual evidence (see authentication).

It is not acceptable to provide step-by-step instructions that repeat the learning or themes of the learning. The tasks (and the scenario) must not be so prescriptive or detailed that it gives a solution to the learner.

Assignments should only specify the format of evidence when it is a requirement of the assessment criteria or learning outcome. For example, learners could be asked to produce the content of a webpage rather than to create a webpage; where creating a webpage is not required by the assessment criteria. If it is possible to do so, learners should present their evidence in a format that would reasonably be expected to be used in the workplace.

The duration of the assessment is included in the guided learning hours for the unit. Tasks are for summative assessment and the time spent on them should represent this. Tutors should advise learners how long they should expect to spend on each task.

The same tasks must not be used for practice as for summative assessment. Summative assessment is the assessment of learning; it is a measure of a learner's achievement and it should be used as the formative assessment of a learner's knowledge, understanding and skills. Changing the context of an assignment will help manage this. If a unit calls for the learner to do a cost analysis, a practice task will of course ask them to do this. If they have been provided with the data they need to analyse for practice then the data must be changed for the summative assessment. If the learner has to generate data about a specific product before analysing it then the product should be changed to one that will generate different data.

Tutors must ensure learners are clear about the tasks they are to undertake and the assessment criteria which they are expected to meet. Each learner must have access to the appropriate resources needed to complete the tasks.

Every effort must be made to avoid discrimination, bias and stereotyping and to support equality and diversity in the language used in assessment materials, in the type of tasks set and in the scenarios provided.

5.5 Methods of assessment

The following methods of assessment are considered suitable for these qualifications:

- **observation** of practice, including video or DVD recording
- **questioning** the learner
- **examining written evidence** such as assignments, tasks, planning
- **examining evidence from others** such as witness statements
- **simulation.**

It is the centre assessor's responsibility to agree the best method of assessing a learner in relation to their individual circumstances.

The methods agreed must be:

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

Valid

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

Validity can be compromised if a learner does not understand what is required of them. For example, a valid method of assessing a learner's knowledge and understanding is to question them. If the questions are not relevant to the qualification or how they are phrased makes it difficult for the learner to understand the validity of the assessment method is threatened.

As well as assessment methods being valid, the evidence presented must also be valid; for example, it would not be appropriate to present an organisation's equal opportunities policy as evidence towards a learner's understanding of how the equal opportunities policy operates within the organisation. It would be more appropriate for the learner to incorporate the policy within a report describing different approaches to equal opportunities.

Reliable

A reliable method of assessment will produce consistent results for different centre assessors on each assessment occasion. Centre standardisation must take place to ensure that all centre assessors' decisions are consistent.

Safe and manageable

Centre assessors must make sure the assessment methods are safe and manageable and do not put unnecessary demands on the learner and/or the organisation if real work features in the assessment.

Suitable to the needs of the learner

OCR has tried to make sure that achievement of these qualifications is free from constraints outside the requirements of the units. Centres must follow this commitment through when designing assignments or tasks. A specific assessment method should not be demanded if it could disadvantage learners. For example, if a learner is required to 'describe personal skills' and they have dyslexia, an acceptable form of evidence could be a verbal description rather than a written description.

For learners who have access requirements, see Accessibility.

If centres think any aspect of these qualifications unfairly restricts access and progression, they should talk to their OCR Visiting Moderator(s) about this.

5.6 Authentication

Tutors/Assessors must be confident that the work they mark is the learner's own. This does not mean that a learner 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 learner's work.

Every learner 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 learner's achievement is their own.

Centre assessors must:

- make sure learners 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 learners and centre assessors confirm the work is the learner's own.

Plagiarism

Learners must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge a source correctly, including any use of written material, the internet or Artificial Intelligence (AI).

Learners must understand:

- the appropriate and inappropriate use of AI
- the risks of using AI
- the possible consequences of using AI inappropriately in a qualification assessment.

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 learners are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that learners 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
- that they must acknowledge any use of AI as a reference source, show the name of the AI source used and the date the content was generated for computer generated content (such as an AI Chatbot.)
- quoting someone else's work (or AI output), even when it is properly sourced and referenced, is not an indication of understanding. The learner has to 'do' something with that information to show they understand it. For example, if a learner has to analyse data from an experiment, quoting data does not show that they understand what it means. The learner has to interpret the data and, by relating it to their assignment, say what they think it means.

You might find the following JCQ documents helpful:

- Plagiarism in Assessments
- AI Use in Assessments: Protecting the Integrity of Qualifications.

Candidate Authentication statement - Learner and centre declaration

Each learner must sign a declaration before submitting their work to the assessor, confirming the work is their own. **They must do this to cover every unit**. The declaration should then be retained in the centre. The candidate authentication statement is available on the qualification webpage.

Assessors are required to confirm the work submitted for internal assessment is the learner's own. This is achieved by completing the 'centre declaration' tick box when making the claim through Interchange. This declaration confirms that your centre holds a signed candidate authentication statement for each learner who is included on the claim.

Group working

If learners participate in group work to produce evidence, the learner's contribution must be clearly identified and tutors must make sure that each learner generates their own individual evidence to show they have met the assessment criteria.

When working in a group, all learners in the group should have a responsibility and/or a role that gives them the opportunity to generate individual evidence for assessment. For example, if the unit requires learners to plan the organisation of an activity, this could be managed in a group discussion. The group could discuss ideas for the activity, organisational requirements, roles and responsibilities to complete the activity, etc. All learners must show that they have the skill of planning so **all** members of the group must take part in the discussion. If three members of the group contributed to the discussion and one member took notes but did not contribute to the discussion, their note taking would not be considered a contribution towards planning.

Supervision

We recognise that tutors might not be able to invigilate or directly supervise every learner as they complete their assignment. Learners can complete their assignments in their own time, at the centre or home. If a tutor cannot supervise, checks take place so they are confident the learner's work is authentic. For example, tutors can use questioning to confirm the depth and breadth of their understanding of the topic the learner has covered in a specific piece of work.

Use of questioning

Asking a learner questions will help tutors determine if the work the learner submitted is their own. If the tutor has been unable to supervise the learner, then asking questions, for example, about how they did the work, what processes they went through to produce it and how they related that to the assignment, should give the tutor a clear indication as to whether or not the learner has done the work themselves.

Feedback to learners

Tutors can discuss work in progress towards summative assessment with learners to make sure it is being done in a planned and timely manner. It also provides an opportunity to check the authenticity of the work. Tutors must intervene if they feel there is a health and safety risk.

Feedback must not provide specific advice and guidance that would be construed as coaching as it would compromise the learners' ability to independently perform the task(s) they are doing and constitutes malpractice.

Assessors can annotate feedback on the learners' original work submitted for assessment or record on a separate document (whichever method is used, the document must be available to the Visiting Moderator).

Feedback should:

- be supportive, encouraging and positive
- inform the learner of what has been noticed, not thoughts on the quality of their evidence (for example, if the learner has been observed completing a task, describe what happened, what was produced and what was demonstrated).

Feedback can:

- identify that the learner has not met the command verb. For example, 'This is only a description, not an evaluation'
- identify what areas of work could be improved but not detail how to improve it. Assessors can remind learners about what they were taught but not how to apply it to improve the work.

Feedback **must not**:

- be so detailed that it provides a step-by-step guide on what to do
- coach the learner on how to achieve or complete the task
- provide detail on where to find information/evidence.

In other words, assessor feedback must not direct the learner in what to do to improve their work. They need to think how to apply their learning. Assessors must not do the work for learners.

5.7 Generation and collection of evidence

The learner's evidence should be in an appropriate format to demonstrate the skills competency, or application of knowledge and understanding, as specified in each assessment criterion within the unit in question.

Tutors should discuss with each learner what is the most suitable sources of evidence are.

When learners are working on their evidence, tutors can ask questions about what they are doing to encourage them, make sure they understand what the tasks are and check they are making progress. Tutors cannot tell learners how to complete the tasks in a way that would be tantamount to doing the work for them. Tutors must not coach learners when they are doing their assignment for assessment, as this would give them an unfair advantage. Please see the previous section 'Feedback to learners'.

Tutors should set a realistic date for submitting the completed assignment, having considered the purpose of the unit and how that might affect timescales. OCR does not specify what the submission time for the assignment should be; it should be down to the tutor's professional judgement.

Evidence can take many forms; for example, written work, audio/visual recordings, digitally formatted documents, a product or photographs of the product.

Evidence can come from a number of sources. A list of the main sources of evidence is provided below:

- **Outcomes of assignments, tasks or work-based activities** – the outcome or product of a learner's work (either through simulated activities, assignments, projects or real work)
- **Observation of practice**
- **Witness statements**
- **Personal or learner statement**
- **Simulation**
- **Questioning the learner**
- **Performance evidence.**

Learners should take responsibility for the development of their own portfolios, with appropriate support, for example from tutors, employers, peers. Learners should ensure their work is clearly presented, referenced and ordered to help in the assessment.

Where evidence contributes to or fulfils more than one assessment criterion in one or more units, the learner should clearly cross-reference this evidence within their unit portfolio so that evidence can be considered by the centre assessor and by the OCR Visiting Moderator if required.

Learners must not reference another individual's personal details in any evidence produced for summative assessment. It is the learner's responsibility to make sure

evidence that includes another individual's personal details is anonymised to comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (GDPR).

We have designed individual Unit Recording Sheets (URS), which **must** be downloaded from the website, for assessors to record learner evidence, cross-reference it to assessment criteria within the unit and record and justify the assessment decisions. URS **must** be used to allow the OCR Visiting Moderator to see which assessment criterion each piece of evidence refers to.

5.8 Observation

Centre assessors may carry out observations of a learner undertaking activities or tasks and make an assessment decision based on the learner's performance.

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

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 learner.

A Witness Statement template is available on the website for use by assessors.

5.9 Witness statements

Witness statements can be a useful way of providing supporting evidence where a skill is being used which is not easily represented in portfolio evidence.

They are supplementary evidence of what the learner has done and are to be used in conjunction with other evidence. For example, a witness statement could support evidence of a learner delivering a presentation alongside the actual presentation and speaker notes.

Where witness statements relate to group work, there must be a witness statement for each individual learner which details the contribution they made to the group work.

Witness statements should be suitably detailed, for each learner, to enable the centre assessor and the Visiting Moderator to determine if the assessment criteria have been met. The witness statement template should be used; it is available on our website.

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

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

Witness statements:

- must describe what the witness observed the learner doing
- can be written or verbal accounts of a learner's performance
- do not have to be written by the witness; they may be recorded by the assessor after discussion with the witness and confirmed as accurate by the witness

- can be used to support work or where evidence is sourced from material which is confidential or of a sensitive nature, e.g. data protection
- could contain a list of skills, providing they include details of how and when they are applied
- should not be used as evidence of achievement for a whole unit.

The centre assessor will then judge whether the evidence presented meets the standards required by the assessment criteria at the appropriate grade for the unit. Often it will be necessary for assessors to make contact with witnesses to ensure:

(a) the witness statement is authentic

(b) the assessor's interpretation of the witness statement is accurate.

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

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

5.10 Personal statements

This is a learner's own account of what they did.

Personal statements can be a:

- written or verbal account of specific incidents, activities or situations
- log or diary
- reflective account.

All personal statements made by learners must be authenticated, as a true account of what took place, by an appropriate witness, e.g. tutor, employer, peer.

5.11 Simulation

It is recognised that real work environments may not always be available to generate evidence. Evidence can be generated and assessed through simulation of a real-work environment.

Simulation of a real work environment could include the following:

- real time pressures
- real work problems or situations
- real tools to do the job
- realistic behaviour patterns from third parties.

5.12 Questioning

Centre assessors may question a learner or witness for the assessment of these qualifications.

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

- test a learner's knowledge of facts and procedures
- check if a learner understands principles and theories
- collect information on the type and purpose of the activities a learner has been involved in.

Centre assessors should mainly use open-ended questions; i.e. questions that cannot be answered by the learner with one word responses (e.g. 'yes' or 'no'). Open-ended questions require thought and detail in order to be answered. Centre assessors should also be careful to avoid complicated questions which may confuse the learner.

It is important that centre assessors record assessment decisions after they have questioned the learner. They must record enough information to justify the decisions they make. This does not mean that centre assessors must record the questions and answers, word for word, but they must record enough information about what they asked and how the learner replied, to allow the assessment to be moderated.

5.13 Performance evidence

Performance evidence is the process, product or outcome of the learner's work. Sometimes, it can also provide inferred evidence of what a learner knows. The evidence presented for assessment may be the actual product or a record of the process. For example, it may include electronic evidence such as a video recording of a presentation, a link to a website' or a spreadsheet file the learner has created. Alternatively, a centre assessor's observation of a learner or a witness statement could provide evidence of a learner's performance.

The use of assessment evidence drawn from learners' work environments is encouraged, including accessing and using non-confidential data and documents.

If group work is used as evidence, the learner's contribution must be clearly identified.

Where learners use other products (e.g. company documents and policies) which have been created by someone else, in order to generate evidence, this must be clearly identified; for example, when learners use company documents to recommend improvements to an existing product or service.

5.14 How much evidence is 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.

It is not the quantity of the evidence produced; it is the quality and breadth of evidence, that they have produced themselves, ensuring it meets all of the assessment requirements and assessment criteria.

Centre assessors should discuss with learners the most suitable sources of evidence and ensure learners are aware of the importance of quality rather than quantity when presenting evidence for assessment. The quality and breadth of evidence presented should determine whether a centre assessor is confident that a learner has met the requirements of the unit.

Assessors must be convinced, from the evidence presented, that learners working on their own can work independently to the required standard.

5.15 Assessment and grading of evidence for units

It is the assessor's responsibility to assess the evidence presented by the learners, provide feedback to the learner and award an initial grade for the unit, which will be confirmed through internal and external moderation. Assessors will judge learners' evidence against the assessment criteria specified in the unit.

See section 6 for details of calculating an overall qualification grade.

Assessing work for (summative) assessment

Once learners have completed everything they need to do for their assignment, they must submit their work to be assessed. Centre assessors must be convinced, from the evidence presented, that learners can work independently to the required standard.

Centre assessors must judge or 'mark' the work against the assessment criteria for the unit and identify a grade. When assessors are satisfied the learner has met all of the requirements for a unit, for at least a pass grade, they **must** confirm this by signing a Unit Recording Sheet (URS) and justifying the grade put forward for moderation. Please annotate the work to show where the evidence indicates learners have achieved the assessment criteria. The centre must internally standardise the assessment decisions for the cohort and do this before feedback is given to the learner. Assessors should ensure that grades are correctly recorded and accurately transcribed to the claim being submitted

URS are available to download from the qualification webpage.

You must not add, amend or remove any work after it has been prepared for the OCR Visiting Moderator for final assessment.

Resubmitting work for summative assessment

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

Tutors/assessors should set a realistic date for the resubmission of work, having considered the purpose of the unit and what the learner intends to improve. Assessors must record the reasons why they have allowed learners to resubmit in the centre's assessment decision records and record the feedback given to the learner on the original work. OCR monitors the assessment decisions which are made.

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

5.16 Retention of learner work

Learner work must be retained by the centre until after the grades have been awarded or any claims or appeals processed. We will not consider any appeals if the work is not retained by the centre.

5.17 Retention of centre records

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

5.18 Reporting suspected malpractice

It is the responsibility of the Head of Centre[1] 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; this should be completed as soon as possible and emailed to compliance@ocr.org.uk.

[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

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

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

5.19 Visiting moderation

In advance of the moderation visit, centres should read about preparing for the moderation visit by visiting OCR's Administration area.

External moderation makes sure centres have made the correct assessment decisions.

OCR Visiting Moderators are allocated by OCR to carry out two distinct roles:

- moderate centre assessment decisions
- provide advice and guidance to centre staff.

External moderation of a centre's assessment decisions is achieved through systematic sampling. The assessment decisions of each assessor submitting work will be sampled at every moderation visit. All units claimed will be sampled at each visit.

The outcome of the sampled moderation will apply to all learners' work submitted for that unit in the claim. No substitution of learners' work will be allowed unless there is prior agreement from the Visiting Moderator.

Each centre can have up to two visits per academic year (subject to centre activity). Additional chargeable visits can be arranged; for further details refer to OCR's Administration area.

On the basis of the sample taken, the Visiting Moderator will either **agree** in the main with the centre's assessment decisions or **disagree** with the centre's assessment decisions in relation to particular units.

If the decision is **agree**, the centre's assessment decisions for all learners' work entered for moderation on that occasion (i.e. in the single claim submitted for moderation) will be confirmed by the Visiting Moderator at the end of the moderation visit.

If the decision is **disagree**, the Visiting Moderator will provide feedback to the centre and agree appropriate action. Disagreement is usually due to one of the following:

- work does not meet the required standard for the grade claimed by the centre
- assessment in the sample is inconsistent
- some evidence is missing or has not been cross-referenced to the assessment criteria, so cannot be located by the Visiting Moderator
- there is no evidence of assessment having taken place.

At the end of each moderation visit, the Visiting Moderator will provide feedback to your centre. This feedback will be captured on a hard copy action plan. The centre assessor will be asked to sign a copy of the action plan to agree the feedback given. One copy of the action plan will be left in the centre and the Visiting Moderator will retain the other copy.

The purpose of the action plan is to ensure that all feedback given in the formal reports has been agreed by both the Visiting Moderator and the centre.

Following the visit, the Visiting Moderator will prepare a full electronic report which will include comments on the accuracy of assessment and record the actions agreed. The Visiting Moderator will email a copy of the report the centre.

Where the Visiting Moderator confirms the assessment decisions, they will submit the claims to OCR for processing. During some moderation visits the Visiting Moderator may be accompanied by another OCR Officer(s) for quality assurance purposes. Wherever possible, centres will be informed of this prior to the visit taking place.

6 How to calculate the qualification grade

6.1 Grading

Units

All units are assessed by the centre and externally moderated by OCR.

Each unit has specified assessment criteria for pass, merit and distinction.

A summative unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass', a learner must have satisfied **all** the 'pass' assessment criteria
- to achieve a 'merit', a learner must achieve **all** the 'pass' assessment criteria and **all** the 'merit' assessment criteria
- to achieve a 'distinction', a learner must achieve **all** the 'pass' assessment criteria and **all** the 'merit' assessment criteria and **all** the 'distinction' criteria.

Qualification

The overall qualification is also graded. Qualifications awarded above a Pass grade are graded Merit, Distinction or Distinction* or a combination of these grades.

In some instances, learners may achieve more credits than they actually need for the full qualification. If this is the case, OCR will use the best unit results to calculate the overall grade to ensure learners get the best possible grade for their full qualification.

6.2 Calculation of the qualification grade

In order to achieve the qualification, learners must achieve the minimum credit value set out in section 3 the 'Qualification structures and rules of combination'.

Learners will be awarded a Pass, Merit, Distinction or Distinction* qualification grade (or on the larger qualifications a combination of these grades) by the aggregation of points gained through the successful achievement of individual units.

The number of points available is dependent on the credit value of the unit and the grade achieved.

Points available for credit value of the unit and grade achieved

The table below shows the number of points available for the credit value of the unit and grade achieved.

Unit level	**Points per credit**		
	pass	merit	distinction
Level 3	7	8	9

To calculate the number of points for the unit claimed

Identify the credit value of the achieved unit and then multiply the credit value of the unit by the points value for the grade achieved (see table above).

For example:

A learner achieving a 10 credit unit at pass would gain: 10 credits x 7 points = 70 points.

A learner achieving a 10 credit unit at merit would gain: 10 credits x 8 points = 80 points.

A learner achieving a 10 credit unit at distinction would gain: 10 credits x 9 points = 90 points.

To calculate the learner's qualification grade

Add up all of the points for the units the learner has achieved. Use the total points achieved to establish a qualification grade; see the following grade tables.

Example A:

A learner has achieved the thirty credits (three units) required for the Level 3 Certificate. Ten credits (one unit) are achieved at distinction and twenty credits (two units) are achieved at merit.

The calculation would be:

Unit credit value	**Points value**	**Total number of points**
10 credits	X 8 points (merit)	= 80 points
10 credits	X 8 points (merit)	= 80 points
10 credits	X 9 points (distinction)	= 90 points
	Total number of points	= 250 points

Having calculated the total number of points centres should check this figure against the table of points for the Level 3 Certificate to identify the overall qualification grade. For this example, the overall qualification grade would be a Distinction.

Example B:

A learner has achieved sixty credits required for the Introductory Diploma. Ten credits each from mandatory units 1 and 2 (20 credits in total are achieved at pass). Four optional units at ten credits each (40 credits in total, thirty credits are achieved at merit and ten credits are achieved at distinction).

The calculation would be:

Unit credit value	Points value	Total number of points
10 credits	X 7 points (pass)	= 70 points
10 credits	X 7 points (pass)	= 70 points
10 credits	X 8 points (merit)	= 80 points
10 credits	X 8 points (merit)	= 80 points
10 credits	X 8 points (merit)	= 80 points
10 credits	X 9 points (distinction)	= 90 points
	Total number of points	= 470 points

Having calculated the total number of points centres should check this figure against the table of points for the Level 3 Introductory Diploma to identify the overall qualification grade. For this example the overall qualification grade would be a Merit.

Qualification Grade
OCR Level 3 Cambridge Technical Certificate – 30 credits

The table below shows the points ranges and the grades that those ranges achieve.

Points range	Grade	
260 and above	Distinction*	D*
250 – 259	Distinction	D
230 – 249	Merit	M
210 – 229	Pass	P

Qualification Grade
OCR Level 3 Cambridge Technical Introductory Diploma – 60 credits

The table below shows the points ranges and the grades that those ranges achieve.

Points range	Grade	
520 and above	Distinction*	D*
500 – 519	Distinction	D
460 – 499	Merit	M
420 – 459	Pass	P

Qualification Grade
OCR Level 3 Cambridge Technical Subsidiary Diploma – 90 credits

The table below shows the points ranges and the grades that those ranges achieve.

Points range	Grade
790 and above	D*D*
770 – 789	D*D
750 – 769	DD
720 – 749	DM
690 – 719	MM
660 – 689	MP
630 – 659	PP

Qualification Grade
OCR Level 3 Cambridge Technical Diploma – 120 credits

The table below shows the points ranges and the grades that those ranges achieve.

Points range	Grade
1060 and above	D*D*
1030 – 1059	D*D
1000 – 1029	DD
960 – 999	DM
920 – 959	MM
880 – 919	MP
840 – 879	PP

Qualification Grade
OCR Level 3 Cambridge Technical Extended Diploma – 180 credits

The table below shows the points ranges and the grades that those ranges achieve.

Points range	Grade
1590 and above	D*D*D*
1560 – 1589	D*D*D
1530 – 1559	D*DD
1500 – 1529	DDD
1460 – 1499	DDM
1420 – 1459	DMM
1380 – 1419	MMM
1340 – 1379	MMP
1300 – 1339	MPP
1260 – 1299	PPP

7 Delivery

7.1 Mode of delivery

Centres are free to deliver these qualifications using any mode of delivery that meets the needs of the learners. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the resources they will need to develop the knowledge, understanding and skills required to complete the assessments.

Centres should consider the learners' complete learning experience when designing learning programmes.

This is particularly important where learners are studying part time alongside work commitments where learners may bring with them a wealth of experience that should be utilised to maximum effect by centre staff. These qualifications can be part of a 16–19 study programme and there will be ways to integrate learning required for other qualifications or to develop and maintain the skills that are essential to for further study and work.

Centre staff planning the learning programme could enhance this by liaising with local employers to ensure the programme meets the learners' needs. Centres are encouraged to build relationships with employers and involve them in the delivery of the learning programme and, if appropriate, link to work-based training.

7.2 Centre resources and requirements

There is no requirement for learners to carry out work experience placements.

Units may contain guidance on the resources required.

Centres should ensure that learners are provided with the appropriate physical resources they need to complete the learning and assessments, such as:

- protective equipment and/or clothing, wherever this is appropriate
- software
- people/participants
- practical space.

Centres must take care and follow all health and safety requirements and quality assurance procedures specific to each practical activity. They must make sure the appropriate health and safety policies are in place for equipment used by learners, even if the equipment isn't specified in the unit content.

7.3 Collecting evidence of learner performance to ensure resilience in the qualifications system

Regulators have published guidance on collecting evidence of learner performance as part of long-term contingency arrangements to improve the resilience of the qualifications system. You should review and consider this guidance when delivering these qualifications to learners at your centre.

For more detailed information on collecting of evidence of learner performance please visit our website.

7.4 Accessibility

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

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

The responsibility for providing adjustments to assessment is shared between the centre and OCR. Please read the JCQ document **Access Arrangements and Reasonable Adjustments**.

For information on access arrangements and special consideration refer to OCR Administration, preparation.

If the tutor/assessor thinks any aspect of these qualifications unfairly restricts access and progression, please email or call the OCR Customer Support Centre.

7.5 Wider curriculum

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

Spiritual, moral, ethical, social and cultural issues

Tutors delivering a programme of learning leading towards these qualifications will have opportunities to develop learners' 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 2018 and the UK General Data Protection Regulation (GDPR))
- Freedom of Information
- the copyrights of individuals and organisations over published electronic data

- confidentiality of information (employer and clients); the need to ensure data security
- computer misuse
- taking responsibility for honesty and accuracy in the recording, manipulating and presenting data.

Environmental issues, health and safety considerations and European developments

Tutors delivering a programme of learning leading towards these qualifications would have opportunities to develop learners' 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.

8 Certification

Learners who achieve the full qualification will receive:

- a unit certificate listing the unit or units achieved, with their related credit value and unit grade
- a certificate stating the full qualification title and the grade achieved.

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

8.1 Claiming certificates

There are no specific deadlines for claiming the units. However, it is important to make claims only when it is clear that the learners have met the requirements for the unit.

To receive results in time for university entrance (or to coincide with the GCSE/AS/A Level results release), book your final visit by 1 June to ensure the visit is completed by 30 June.

Certificates will be issued directly to the centre for successful learners. In order to ensure that these are correctly issued, centres must ensure that the OCR learner number is **always** used where a learner has already achieved one or more units.

If a learner can't complete the full qualification you can print a candidate achievement report showing individual unit results, from OCR Interchange, or you can make a specific request for unit certificates.

For details on how to make online claims for these qualifications, refer to OCR's Administration area.

8.2 Replacement certificates

For details on replacement certificates refer to the Administration area, certificates, for full details.

8.3 Review of results

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

To find out more about this, refer to our Administration area, post results services.

9 Support

9.1 Free resources

The following materials are available on the OCR website:

- Skills guides. These can help review or refresh skills in a variety of areas including:
  - managing projects
  - research
  - referencing (good practice in acknowledging the work of other authors and avoiding accusations of plagiarism).
- A guide to resources; we provide for the Cambridge Nationals and Cambridge Technicals qualifications
- Command verb definitions
- Frequently asked questions (FAQs)
- Rules of combination calculator; this tool helps you and your learners to make sure that the right number and combination of units is chosen for a selected qualification
- Learner Progress tracker; this tool helps you track your learners' progress through their chosen units
- Resources link; It provides descriptions of, and links to, a variety of teaching and learning resources that you may find helpful.
- Delivery guide
- Introductory presentations
- Lesson elements

9.2 Model assignment

A model assignment is available for Level 3, Unit 12. Centres may choose to:

- use the model assignment for formal summative assessment of learners
- tailor the model assignment for formal summative assessment of learners
- use the model assignment as a benchmark for devising your own model assignments.

This is available to download from the qualification webpage.

9.3 Interchange

OCR Interchange is a free, secure website which offers a variety of services for exams officers and teachers.

Interchange supports every stage of the teaching and exams cycle, allowing you to complete day-to-day administrative functions, e.g. make entries and claims and view results.

To find out more see the Administration page.

9.4 Professional Development Programme

As part of our teacher training we offer a broad range of courses. We are constantly looking for ways to improve the support we offer you and to make our professional development programme more accessible and convenient to all.

To find out more about professional development, please visit our website.

9.5 Useful documents

Candidate Authentication Statement
Learners must sign this statement to confirm that the work they have submitted for assessment is their own. The form is completed when work is submitted for assessment and it can cover more than one unit. Every unit of the learner's qualification must be listed on a Candidate Authentication statement; there does not have to be a separate form for each unit.

Unit Recording Sheets (URS)
This form is completed to record and justify a centre's assessment decisions. A URS must be completed for each unit a learner completes and made available with the work during visiting moderation.

Witness Statement
Centres should use this form when they have observed a learner as part of their assessment. Use it to testify or corroborate what has actually been observed.

9.6 Useful links

OCR	OCR's Administration area What is malpractice?
JCQ	JCQ Publications **Access arrangements and reasonable adjustments** **Suspected Malpractice in Examinations and Assessments**
Ofqual	Regulatory documents Register of Regulated Qualifications – for England and Northern Ireland
QiW	Qualifications in Wales database (QiW) - for information on approved and designated qualifications in Wales including funding
CCEA	CCEA website Register of Regulated Qualifications – for England and Northern Ireland
Department of Education, Northern Ireland	Department of Education publications

10 Contacting OCR

10.1 Feedback and enquiries

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

Telephone: 01223 553998
Email: support@ocr.org.uk

10.2 Complaints

We are committed to providing a high quality service but understand that sometimes things can go wrong. We welcome your comments and want to resolve your complaint as efficiently as possible. To make a complaint please follow the process set out on our website.

Tell us what you think

Your feedback plays an important role in how we develop, market, support and resource qualifications now and into the future. We want you and your students to enjoy and get the best out of our qualifications and resources, but to do that we need your honest opinions to tell us whether we're on the right track or not.

You can email your thoughts to resources.feedback@ocr.org.uk or visit our feedback page to learn more about how you can help us improve our qualifications.

Designing and testing in collaboration with teachers and students

Helping young people develop an ethical view of the world

Equality, diversity, inclusion and belonging (EDIB) are part of everything we do

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Contact the team at:

01223 553998

ocr.org.uk

To stay up to date with all the relevant news about our qualifications, register for email updates at ocr.org.uk/updates

Visit our Online Support Centre at support.ocr.org.uk

Sign up for Teach Cambridge to access your planning, teaching and assessment support material.

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