

## **Oxford Cambridge and RSA Examinations**

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### **OCR LEVEL 3 AWARD IN SUPPORT WORK IN SCHOOLS (PILOT)**

**SCHEME CODE: 05719**

**QCA Accreditation Number: 100/5980/5**

### **OCR LEVEL 3 CERTIFICATE IN SUPPORT WORK IN SCHOOLS (PILOT)**

**SCHEME CODE: 05720**

**QCA Accreditation Number: 100/5981/7**

### **OCR LEVEL 3 DIPLOMA IN SUPPORT WORK IN SCHOOLS (PILOT)**

**SCHEME CODE: 05938**

**QCA Accreditation Number: 100/5982/9**

**QCA Approved**

**From 1 March 2006**

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# CONTENTS

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|  | <b>Page</b> |
|--|-------------|
| <b>1 Overview</b>  | <b>1</b>    |
| 1.1 Introduction   | 1           |
| 1.2 Target group   | 2           |
| 1.3 Aims   | 2           |
| 1.4 Statement of level   | 2           |
| 1.5 Entry requirements   | 2           |
| 1.6 Progression  | 2           |
| 1.7 Relationship to other OCR qualifications   | 3           |
| 1.8 Opportunities for addressing spiritual, moral, ethical, social and cultural values, health and safety issues, environmental issues and European developments | 5           |
| 1.9 Signposting to Key Skills  | 5           |
| <b>2 Qualification structure and requirements</b>  | <b>7</b>    |
| 2.1 The structure of the OCR Level 3 qualifications in Support Work in Schools (Pilot) and QCA accreditation numbers   | 7           |
| 2.2 Presentation of the units  | 9           |
| <b>3 Quality assurance arrangements</b>  | <b>10</b>   |
| 3.1 Assessment centre  | 10          |
| 3.2 Assessment and verification personnel  | 10          |
| 3.3 The assessment process   | 12          |
| 3.4 Evidence requirements  | 13          |
| 3.5 Types of evidence  | 14          |
| 3.6 Evidence collection  | 15          |
| 3.7 Methods of assessment  | 15          |
| 3.8 Recording assessment   | 16          |
| 3.9 Internal verification process  | 16          |
| 3.10 External verification process   | 16          |
| 3.11 Occupational competence of expert witnesses, co-ordinating assessors and internal verifiers   | 18          |

|                                      | <b>Page</b> |
|--------------------------------------|-------------|
| <b>4 Administration arrangements</b> | <b>19</b>   |
| 4.1 Centre approval                  | 19          |
| 4.2 Candidate entry                  | 19          |
| 4.3 Certification                    | 20          |
| 4.4 Administration flowchart         | 21          |
| 4.5 Access to assessment             | 22          |
| 4.6 Enquiries and appeals            | 22          |
| 4.7 OCR's advisory service           | 22          |
| <b>5 Further information</b>         | <b>23</b>   |

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# 1 OVERVIEW

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## 1.1 INTRODUCTION

The OCR Level 3 Award, Certificate and Diploma in Support Work in Schools (Pilot) has been developed in response to the National Agreement on Raising Standards and Tackling Workload, signed by employers, school workforce unions and Government in January 2003. This agreement recognises the crucial contribution of school support staff, working as a team alongside teachers. The Department for Education and Skills (DfES) introduced the requirement for a new vocational qualification for school support staff within their document 'School Support Staff Training and Development – Our Plans for 2004-2005'. The Award, Certificate and Diploma have been designed to allow learners to choose a range of different units of competence to develop a training package which meets their individual training needs.

The qualifications aim to develop candidates' skills and knowledge and to recognise their achievements in a practical way that is relevant to the work context. It is anticipated that much of the practical evidence required to meet the assessment requirements of the qualification will be naturally occurring as part of the candidate's day to day work activities.

The qualifications are unit-based. In order to achieve an OCR Level 3 Award in Support Work in Schools (Pilot), candidates will be required to achieve two mandatory units. In order to achieve an OCR Level 3 Certificate in Support Work in Schools (Pilot), candidates will be required to achieve two mandatory units and two optional units. In order to achieve an OCR Level 3 Diploma in Support Work in Schools (Pilot), candidates will be required to achieve two mandatory units and four optional units. Certification is also available at unit level.

These qualifications have been designed to conform to QCA's Common Criteria for qualifications and the QCA criteria for vocationally-related qualifications.

The information in this introduction was correct at the time of uploading onto the website. Occasionally OCR may update this information. Please refer to the Updates section of the Support Work in Schools qualification on our website, [www.ocr.org.uk](http://www.ocr.org.uk) (vocationally related qualifications/teaching/teaching assistants) for details of any ongoing amendments and updates that may be made.

For your convenience the most up to date version will always be available electronically for downloading from the website.

## 1.2 TARGET GROUP

These qualifications are appropriate for those who undertake support work roles within schools, including:

Administrators; receptionists; PAs; library assistants; data managers; technicians; IT support; learning resources; caretakers; midday supervisors; special educational needs; learning support.

Candidates should be in current employment or working voluntarily within a school environment.

### **1.3 AIMS**

The aims of these qualifications are to:

- contribute to the skills and knowledge that anyone who works in a support role with children or young people must have, as established through the Common Core of Skills and Knowledge for the Children's Workforce
- provide skills, knowledge and understanding that will enable people to make a more valuable and effective contribution to supporting work in schools
- provide a flexible, generic route to accreditation for school support staff
- develop candidates' knowledge and skills within their chosen field of support work
- enable candidates to perform effectively using appropriate working practices and strategies
- develop the skills and knowledge needed to support progression to further learning and/or qualification
- contribute to the development of a coherent and flexible children and young people's workforce and a framework to improve the recruitment, retention, skills and effectiveness of those working in this area.

### **1.4 STATEMENT OF LEVEL**

These qualifications have been designed to assess skills and knowledge at Level 3 of the National Framework of Qualifications. The qualifications have been designed to be comparable in demand to NVQs at Level 3 and A Levels.

### **1.5 ENTRY REQUIREMENTS**

There are no formal entry requirements for these qualifications, however they are designed to assess skills at Level 3 and the evidence requirements reflect this level of attainment.

### **1.6 PROGRESSION**

Candidates who are successful in achieving this qualification may wish to progress to the following OCR qualifications that have links to the content of the Support Work in Schools qualifications:

At Level 3:

OCR Level 3 NVQ for Teaching Assistants

OCR Level 3 Certificate for Teaching Assistants

OCR Level 3 NVQ for Information Technology Professionals

OCR Level 3 NVQ for Contact Centre Professionals

OCR Level 3 Certificate for IT Practitioners (ICT Systems Support)

OCR Level 3 NVQ in Administration

OCR Level 3 Diploma in Administration

OCR Level 3 Certificate in Administration

OCR Level 3 Certificate in Administration (Business Organisations)

Alternatively, learners may wish to undertake other courses as offered by local education authorities for schools, staff development training or other Level 3 or 4 qualifications available in the National Qualifications Framework.

## 1.7 RELATIONSHIP TO OTHER OCR QUALIFICATIONS

The units within the Level 3 Award, Certificate and Diploma come from a range of different national occupational standards. These national occupational standards also form the basis of a variety of different National Vocational Qualifications (NVQs). Although the content of the units are the same in terms of performance and knowledge requirements, the evidence requirements are different within this qualification to those within the NVQ, **therefore the units are not directly transferable.**

Candidates who wish to progress to an NVQ will be able to use the evidence produced within this qualification towards that NVQ, however they will need to ensure that they then complete any additional requirements before claiming the unit within the NVQ.

The units within the Level 3 Award, Certificate and Diploma have been taken from national occupational standards from the following standards setting bodies:

### **Employer's Organisation for Local Government**

|         |  |
|---------|--|
| Unit 8  | Liaise effectively with parents (Schools)  |
| Unit 22 | Contribute to the management of pupil behaviour (Schools)                        |
| Unit 23 | Establish and maintain relationships with individual pupils and groups (Schools) |
| Unit 24 | Support pupils during learning activities (Schools)                              |
| Unit 25 | Assist in preparing and maintaining the learning environment (Schools)           |
| Unit 26 | Observe and report on pupil performance (Schools)                                |
| Unit 27 | Contribute to the planning and evaluation of learning activities (Schools)       |

### **Council for Administration**

|         |  |
|---------|--|
| Unit 30 | Research, analyse and report information (Schools) |
| Unit 31 | Organise and co-ordinate events (Schools)          |
| Unit 29 | Procure products and services (Schools)            |

### **Information and Library Services Lead Body**

|         |   |
|---------|---|
| Unit 12 | Provide displays (Schools)                            |
| Unit 28 | Maintain a supportive environment for users (Schools) |

### **ENTO**

|        |  |
|--------|--|
| Unit 9 | Support competence achieved in the workplace (Schools) |
|--------|--|

### **E-skills UK**

|         |  |
|---------|--|
| Unit 10 | Use IT to exchange information 3 (Schools)     |
| Unit 11 | Use specialist or bespoke software 3 (Schools) |
| Unit 16 | IT trouble shooting for users 3 (Schools)      |
| Unit 17 | IT security for users 3 (Schools)              |

### **Skills for Care Development, Skills for Health**

|        |  |
|--------|--|
| Unit 7 | Reflect on and develop your practice (Schools) |
|--------|--|

### **Skills Active**

Unit 19      Contribute to children and young people’s healthy eating and personal hygiene (Schools)

**MSC**

Unit 3      Provide leadership for your team (Schools)  
Unit 4      Provide leadership in your area of responsibility (Schools)  
Unit 5      Develop productive working relationships with colleagues (Schools)  
Unit 6      Provide learning opportunities for colleagues (Schools)

**SEMTA**

Unit 13     Maintain a healthy, safe and productive work environment (Schools)  
Unit 14     Provide technical support (Schools)

**CISC**

Unit 15     Contribute to the safety, security and maintenance of the site (Schools)

**NDNA**

Unit 18     Develop and promote positive relationships (Schools)  
Unit 20     Promote children’s development (Schools)  
Unit 21     Protect and promote children’s rights (Schools)

**1.8 OPPORTUNITIES FOR ADDRESSING SPIRITUAL, MORAL, ETHICAL, SOCIAL AND CULTURAL VALUES, HEALTH AND SAFETY ISSUES, ENVIRONMENTAL ISSUES AND EUROPEAN DEVELOPMENTS**

These qualifications are informed by the six strand focus announced by the Ministry for Children. These focuses are specifically written to address contribution to the above criteria.

## 1.9 SIGNPOSTING TO KEY SKILLS

The following table indicates where a course of study leading to the OCR Level 3 Award, Certificate and Diploma in Support Work in Schools (Pilot) would provide candidates with **opportunities to develop** the skills and knowledge necessary for the production of some or all of the evidence required to meet the Key Skills specifications at Level 3.

| Level 3 Award, Certificate and Diploma Units | KEY SKILLS UNITS |         |                       |                     |  |                 |
|--|------------------|---------|-----------------------|---------------------|--|-----------------|
|  | Comms            | IT      | Application of Number | Working with others | Improving own learning and performance | Problem solving |
|  | Level 3          | Level 3 | Level 3               | Level 3             | Level 3                                | Level 3         |
| Unit 1                                       | ✓                |         |                       | ✓                   | ✓                                      | ✓               |
| Unit 2                                       | ✓                |         |                       | ✓                   | ✓                                      | ✓               |
| Unit 3                                       | ✓                |         |                       | ✓                   | ✓                                      | ✓               |
| Unit 4                                       | ✓                |         |                       | ✓                   | ✓                                      | ✓               |
| Unit 5                                       | ✓                |         |                       | ✓                   | ✓                                      | ✓               |
| Unit 6                                       | ✓                | ✓       |                       | ✓                   | ✓                                      |                 |
| Unit 7                                       | ✓                | ✓       | ✓                     | ✓                   | ✓                                      |                 |
| Unit 8                                       | ✓                |         |                       | ✓                   | ✓                                      |                 |
| Unit 9                                       | ✓                |         |                       | ✓                   | ✓                                      | ✓               |
| Unit 10                                      | ✓                | ✓       |                       | ✓                   | ✓                                      |                 |
| Unit 11                                      |                  | ✓       |                       |                     | ✓                                      |                 |
| Unit 12                                      | ✓                | ✓       | ✓                     | ✓                   | ✓                                      | ✓               |
| Unit 13                                      | ✓                |         |                       | ✓                   | ✓                                      |                 |
| Unit 14                                      | ✓                | ✓       |                       | ✓                   | ✓                                      |                 |
| Unit 15                                      |                  | ✓       |                       | ✓                   | ✓                                      | ✓               |
| Unit 16                                      |                  | ✓       |                       | ✓                   | ✓                                      | ✓               |
| Unit 17                                      |                  | ✓       |                       | ✓                   | ✓                                      |                 |
| Unit 18                                      | ✓                |         |                       | ✓                   | ✓                                      |                 |
| Unit 19                                      | ✓                |         |                       | ✓                   | ✓                                      | ✓               |
| Unit 20                                      | ✓                |         |                       | ✓                   | ✓                                      |                 |
| Unit 21                                      | ✓                |         |                       | ✓                   | ✓                                      |                 |
| Unit 22                                      | ✓                |         |                       | ✓                   | ✓                                      |                 |
| Unit 23                                      | ✓                |         |                       | ✓                   | ✓                                      |                 |
| Unit 24                                      | ✓                | ✓       | ✓                     | ✓                   | ✓                                      | ✓               |
| Unit 25                                      | ✓                |         |                       | ✓                   | ✓                                      | ✓               |
| Unit 26                                      | ✓                | ✓       |                       | ✓                   | ✓                                      |                 |
| Unit 27                                      | ✓                |         |                       | ✓                   | ✓                                      |                 |
| Unit 28                                      | ✓                |         |                       | ✓                   | ✓                                      | ✓               |
| Unit 29                                      |                  | ✓       | ✓                     | ✓                   | ✓                                      |                 |
| Unit 30                                      | ✓                | ✓       | ✓                     | ✓                   | ✓                                      | ✓               |
| Unit 31                                      | ✓                | ✓       | ✓                     | ✓                   | ✓                                      | ✓               |

## 2 QUALIFICATION STRUCTURE AND REQUIREMENTS

### 2.1 THE STRUCTURE OF THE OCR LEVEL 3 QUALIFICATIONS IN SUPPORT WORK IN SCHOOLS (PILOT) AND QCA ACCREDITATION NUMBERS

To achieve the **Level 3 Award in Support Work in Schools (Pilot)**, candidates are required to complete two mandatory units.

To achieve the **Level 3 Certificate in Support Work in Schools (Pilot)**, candidates are required to complete four units made up of two mandatory units and two optional units.

To achieve the **Level 3 Diploma in Support Work in Schools (Pilot)**, candidates are required to complete six units made up of two mandatory units and four optional units.

The units are as follows:

|   |  |            |
|---|--|------------|
| <b>OCR Level 3 Award in Support Work In Schools (Pilot)</b>   |  | 100/5980/5 |
| <b>OCR Level 3 Certificate in Support Work in Schools (Pilot)</b>   |  | 100/5981/7 |
| <b>OCR Level 3 Diploma in Support Work in Schools (Pilot)</b>   |  | 100/5982/9 |
| <b>Mandatory units</b>  |  |            |
| 1   | Understand and respond to the needs of children and young people (Schools)<br>R/103/2476 |            |
| 2   | Support the ethos, policies and working practices of the school (Schools) Y/103/2477     |            |
| <b>General Optional units</b>   |  |            |
| 3   | Provide leadership for your team (Schools) H/103/2482                                    |            |
| 4   | Provide leadership in your area of responsibility (Schools) K/103/2483                   |            |
| 5   | Develop productive working relationships with colleagues (Schools) M/103/2484            |            |
| 6   | Provide learning opportunities for colleagues (Schools) T/103/2485                       |            |
| 7   | Reflect on and develop your practice (Schools) L/103/2489                                |            |
| 8   | Liase effectively with parents (Schools) F/103/2490                                      |            |
| 9   | Support competence achieved in the workplace (Schools) J/103/2491                        |            |
| <b>Information Optional Units<br/>(suitable for roles such as administrator, receptionist, PA, library assistant, data manager)</b> |  |            |
| 10  | Use IT to exchange information (Schools) Y/103/2494                                      |            |
| 11  | Use specialist or bespoke software (Schools) D/103/2495                                  |            |
| 12  | Provide displays (Schools) H/103/2496  |            |
| 13  | Maintain a healthy, safe and productive work environment (Schools) K/103/2497            |            |
| 14  | Provide technical support (Schools) M/103/2498   |            |

| <b>Resources Optional Units</b><br>(suitable for roles such as technical, IT support, learning resources, caretaker)     |  |
|--|--|
| 15   | Contribute to the safety, security and maintenance of the site (Schools) T/103/2499                |
| 16   | IT trouble-shooting for users (Schools) H/103/2501   |
| 17   | IT security for users (Schools) K/103/2502   |
| <b>Support Optional Units</b><br>(suitable for roles such as midday supervisor, cover supervisor, SEN, learning support) |  |
| 18   | Develop and promote positive relationships (Schools) A/103/2486                                    |
| 19   | Contribute to children and young people's healthy eating and personal hygiene (Schools) M/103/2503 |
| 20   | Promote children's development (Schools) F/103/2487  |
| 21   | Protect and promote children's rights (Schools) J/103/2488   |
| 22   | Contribute to the management of pupil behaviour (Schools) T/103/2504                               |
| 23   | Establish and maintain relationships with individual pupils and groups (Schools) A/103/2505        |
| 24   | Support pupils during learning activities (Schools) F/103/2506                                     |
| 25   | Assist in preparing and maintaining the learning environment (Schools) J/103/2507                  |
| 26   | Observe and report on pupil performance (Schools) L/103/2508                                       |
| 27   | Contribute to the planning and evaluation of learning activities (Schools) R/103/2509              |
| 28   | Maintain a supportive environment for users (Schools) J/103/2510                                   |
| 29   | Procure products and services (Schools) F/103/5292   |
| 30   | Research, analyse and report information (Schools) T/103/5292                                      |
| 31   | Organise and co-ordinate events (Schools) A/103/5291   |

## 2.2 PRESENTATION OF THE UNITS

The information about each unit is structured in the same way, although the headings may be slightly different. It is divided into the following sections:

**Unit overview:** provides a summary of the requirements of the unit

**Evidence requirements:** identifies the minimum evidence that must be collected by the candidate to demonstrate competence to the standards. Candidates and expert witnesses must ensure that the evidence presented demonstrates competence of all aspects of the standards.

**Workplace assessment:** identifies the context in which evidence must be collected.

**Simulation:** identifies the circumstances in which simulation may be used and the form that any simulated activity should take.

**National standard of work/performance criteria/what you need to do/what you must do:** identifies the skills and understanding that successful candidates will be required to demonstrate in order to achieve the unit.

**Scope/range/what you must cover** (not applicable for units from e-skills UK): identifies the range of activities, contexts or circumstances over which the candidate must demonstrate their performance.

**Knowledge and understanding/what you need to know and understand/what you must know and understand:** sets out the underpinning knowledge and understanding a candidate will need in order to be able to demonstrate the performance requirements. It is anticipated that candidates may already have some of the knowledge required for their chosen units. Tutors/trainers must ensure that candidates have the opportunity to develop any gaps in their knowledge as part of the programme.

**The unit specifications appear as separate documents on the OCR website at [www.ocr.org.uk](http://www.ocr.org.uk).**

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## 3 QUALITY ASSURANCE ARRANGEMENTS

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The quality assurance arrangements for these qualifications follow the NVQ model of assessment and verification.

### 3.1 ASSESSMENT CENTRE

Any organisation, whether it is a place of employment, school, college or private training organisation can be approved to offer these qualifications, as long as it is able to provide access to appropriate personnel and resources.

The Application for Approval form can be found within the qualification datasheet (Code N062) on the OCR website at [www.ocr.org.uk](http://www.ocr.org.uk) or from OCR Publications on 0870 770 6622.

### 3.2 ASSESSMENT AND VERIFICATION PERSONNEL

The following personnel are involved in the quality assurance process:

#### Expert witness and training mentors

Expert witnesses and training mentors are seen as the key source of evidence of consistent performance for the assessment of competence.

The role of the **expert witness** is to attest to evidence of a candidate's knowledge, understanding, skills and performance by, for example, providing:

- a witness testimony describing how the candidate performed
- a record of discussions with the candidate about their knowledge and understanding

The role of the **training mentor** is to facilitate the assessment process by, for example,:

- helping candidates to plan the collection of evidence and any development activities needed
- providing a statement describing how the candidate performed
- providing a record of discussions with the candidate about their knowledge and understanding
- helping candidates collate and organise the evidence for signing off by the co-ordinating assessor
- briefing the co-ordinating assessor about the progress of candidates

Assessment centres must:

- put in place procedures for selecting expert witnesses and training mentors which include checking evidence of occupational competence and monitoring their contribution to the assessment process
- make sure that any relationship between the expert witness/training mentor and candidate is declared and noted by the assessor
- maintain a register of expert witnesses and training mentors and make this available for review as part of the external verification process

### **Co-ordinating assessor**

The role of the co-ordinating assessor is to make judgements on the candidates' competence against the National Occupational Standards

### **Internal verifier**

Each co-ordinating assessor's work must be checked and confirmed by an **internal verifier** who is also a member of the staff of the assessment centre. The internal verifier checks and standardises assessment decisions made by co-ordinating assessors in the centre.

The role of the internal verifier is more fully explained in OCR's publication '*National Vocational Qualifications and Other Verified Qualifications – Centre Guidance*' (order code L526).

The criteria for appointing appropriate staff are set out in the section entitled '**Occupational Competence of Expert Witnesses, Training Mentors, Co-ordinating Assessors and Internal Verifiers**'.

### **External verifier**

The **external verifier** checks the assessment and internal verification processes and decisions made in the centre and authorises the claims for certificates. The external verifier is appointed and allocated to the centre by OCR.

### 3.3 THE ASSESSMENT PROCESS

Each candidate must be allocated a training mentor to provide ongoing support and a co-ordinating assessor who will carry out assessment of the candidate. It is the co-ordinating assessor's role to satisfy themselves that evidence is available for all the performance criteria, knowledge and understanding and evidence requirements before they can decide that a candidate has finished a unit of competence.

Candidates may claim accreditation of prior achievement for any of the elements or units of competence, as long as the evidence fully meets the criteria and the candidate can prove that it is all their own work. It is important also that co-ordinating assessors are convinced that the competence claimed is still current. If they have any doubts, they should take steps to assess the candidate's competence directly. An initial assessment of candidates is recommended (see **Initial assessment**).

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

#### **Initial assessment**

It is important for centres to carry out some form of initial assessment which identifies what competence and knowledge a candidate already has and the gaps which they need to look at. This will help centres to plan the assessment because it allows the training mentor/co-ordinating assessors to help candidates understand the best place to start collecting evidence. It will also identify the units that are most appropriate for the candidates to complete. It is important at the initial assessment stage to ensure that candidates commence a programme leading to an appropriate qualification at the appropriate level.

#### **Assessment planning**

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

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

Centres must ensure that a record of their assessment planning is kept and feedback is provided regularly to candidates.

#### **Making assessment decisions**

It is not important that candidates meet all the criteria every time they carry out an activity but they must consistently provide enough evidence to show that they are competent in their working environment.

Co-ordinating assessors should also be satisfied that the candidate has demonstrated competence over a reasonable period of time.

Co-ordinating assessors should be careful to deal with the criteria as a whole when assessing a candidate's work. They cannot assess individual criteria separately, without recognising how all the criteria are connected to one another.

### **3.4 EVIDENCE REQUIREMENTS**

Evidence requirements have been developed specifically for these qualifications. These are:

#### **Mandatory units**

##### **Unit 1 Understand and respond to the needs of children and young people**

Candidates must present:

- Evidence of understanding of the development of the children or young people they work with and how to safeguard them. This could be in any suitable format and may be supported by translation where necessary, such as:
  - a short case study
  - records from an expert witness or training mentor of discussions they have had with them about their understanding
  - any other evidence that was produced during the activities or tasks assessed, such as notes, emails or records
- Two witness statements describing how they supported children or young people (together in relation to 1.1e and f; 1.2b and e; 1.3 d and e)
- Two explanations of how they responded to or supported adults that have been read and agreed by the witness (together in relation to 1.1f; 1.2e; 1.3d and e)
- A personal log reflecting on their own job role, responsibilities and skills

##### **Unit 2 Support the ethos, policies and working practices of the school**

Candidates must present:

- Evidence of understanding of the ethos, policies and working practices of the school. This could be in any suitable format and may be supported by translation where necessary, such as:
  - a short report
  - records from an expert witness or training mentor of discussions they have had with them about their understanding
  - any other evidence that was produced during the activities or tasks assessed, such as notes, emails or records
- Two witness statements describing how they communicated with people in the school or local community; one of which may be replaced by a testimonial from a more senior member of staff (together in relation to 2.1c and d; 2.2c; 2.3b and d)
- A personal log reflecting on their own role, responsibilities and skills

## **Optional units**

The following evidence is required for each optional unit as a whole:

- Evidence of understanding and skills. This could be in any suitable format and may be supported by translation where necessary, such as:
  - Two testimonials from senior staff
  - Records from an expert witness or training mentor of discussions they have had with the candidate about their understanding
  - Any other evidence that was produced during the activities or tasks assessed, such as notes, emails or records
- Two witness statements describing the candidate's performance
- A personal log reflecting on the candidate's own role, responsibilities and skills

### **3.5 TYPES OF EVIDENCE**

Evidence of competence must meet the evidence requirements laid down for each unit. The main forms of evidence required for these qualifications are witness testimonies, outcomes of work activities and personal statements.

#### **Witness testimonies**

All witness testimonies must include the following:

- the candidate's name
- the date, time and venue of the activity carried out
- a description of the activities performed by the candidate, in sufficient detail to give the assessor a direct and immediate feel for the context of the performance evidence
- the date of writing the testimony
- a description of the relationship of the expert witness to the candidate
- the signature and job title of the expert witness
- the contact details of the expert witness

It is not appropriate for a witness testimony to contain a verbatim list of the qualification requirements to which it relates. Witnesses must direct the information in their testimonies to describing what the candidate did and whether the candidate's activities demonstrate competence to the standards.

It is expected that testimonies produced by expert witnesses will be corroborated by product and knowledge evidence.

**Work product evidence** can reflect how the candidate carried out the process or it can be a direct product of their day to day activities. Work products could take the form of work plans, logs, email messages to or from colleagues, etc.

**Professional explanations** are a candidate's own account of what they did, backed up by reference to evidence or witnesses. Candidates can also produce logs or diaries, but these must be countersigned by someone who can authenticate them as a true account of what took place.

## 3.6 EVIDENCE COLLECTION

### Workplace assessment

All units must be assessed in the workplace and, as far as possible, all evidence should arise naturally from the day-to-day tasks and activities involved in support work in school.

Documents or other records produced during the course of work should be used whenever they are available. Professional explanations written by the candidate or their work colleagues will also be required.

### Simulation

No unit within these qualifications can be achieved solely through the use of simulation; simulation should only be used as a form of secondary and corroborating source of evidence for a mandatory or optional unit in the following circumstances:

- aspects of health and safety and personal safety and security where these do not occur in the normal course of work activities
- child protection, where no incidents occur in the normal course of work activities
- rarely occurring events and procedures (such as reporting problems or faults with equipment, dealing with breaches of security, dealing with delays and difficulties in fulfilling reservations of materials, etc).

Where simulations are used, they must be designed to achieve the following:

- the contingency to which the candidate is required to respond must be realistic and reasonable in terms of its scale and the speed of response required
- the candidate must be able to demonstrate the actions they would take, using equipment and materials commonly found within the school where they are working
- information available to the candidate on the nature of the contingency and the response expected must be consistent with the policies and practices of the school in which they are working

## 3.7 METHODS OF ASSESSMENT

The main assessment method to be used for these qualifications will be **examination of the evidence** by the co-ordinating assessor against the requirements of the unit.

After the co-ordinating assessor has examined the evidence, they must record an assessment decision and the justification for the decision. The co-ordinating assessor should also give feedback to the candidate.

## 3.8 RECORDING ASSESSMENT

All assessed evidence must be recorded on the evidence record sheets provided.

It is not acceptable for the evidence record sheets to act as the only assessment records. There must be centre records which describe the assessment decision made by the co-ordinating assessor based on how the evidence from the candidate meets the performance criteria, evidence requirements and knowledge and understanding specifications (see **centre records**).

### 3.9 INTERNAL VERIFICATION PROCESS

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

The role of the internal verifier is more fully explained in '*National Vocational Qualifications and Other Verified Qualifications - Centre Guidance*' (code L526), available on the OCR website at [www.ocr.org.uk](http://www.ocr.org.uk).

### 3.10 EXTERNAL VERIFICATION PROCESS

An external verifier will be allocated by OCR. They will visit the centre regularly to monitor the quality of assessments and internal verification.

External verifiers will want to interview candidates, expert witnesses, training mentors and co-ordinating assessors during their visits. Assessment records and evidence for all candidates must also be available for verifiers to see if they ask to.

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

- a list of candidates registered for the qualification, together with their achievements to date plus certification records
- access to evidence (for example, up-to-date portfolios)
- completed certification record forms (CRFs) and certification record summary sheet for those candidates claiming certification
- relevant expert witnesses, training mentors, co-ordinating assessors and selected candidates as requested by the external verifier
- a copy of the external verifier's last visit report
- a sample signature list for all expert witnesses, training mentors, co-ordinating assessors and internal verifiers
- curricula vitae and relevant certificates of new members of the assessment team
- all centre records (see **centre records – assessment and verification** for more details)
- evidence of achieving action points since the last external verifier visit report
- notes of any action carried out due to particular points mentioned by the external verifier in any correspondence since their last visit
- tutor qualification/candidate matrix
- recommendations to the external verifier

### Centre records – assessment and verification

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

- candidate's name
- title and level of qualification they are taking
- candidate's start date on the programme and confirmation of registration with OCR
- name of the expert witness, training mentor, co-ordinating assessor, internal verifier
- date and outcome of the initial assessment of the candidate
- dates and details of candidate reviews and feedback sessions
- dates of all assessments and their outcomes
- enough detail of the assessment to justify the decision made
- dates and outcomes of internal verification
- action resulting from internal verification
- certification.

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

### **3.11 OCCUPATIONAL COMPETENCE OF EXPERT WITNESSES, TRAINING MENTORS, CO-ORDINATING ASSESSORS AND INTERNAL VERIFIERS**

The following minimum criteria for the appointment of expert witnesses, training mentors, co-ordinating assessors and internal verifiers have been specified for this qualification:

#### **Expert witnesses**

Appointed by the approved centre to attest to evidence of a candidate's knowledge, understanding, skills and performance

Must:

- be independent of the outcome of the assessment
- have a working knowledge of the units on which their testimony is based
- have enough experience and occupational competence to make a valid judgement about competence in the areas they will be attesting to (eg through having either met the requirements of the relevant units or supervised others meeting them in the last three years)

#### **Training mentors**

Appointed by approved centres to facilitate the assessment process

Must:

- be independent of the outcome of the assessment
- have a working knowledge of the units they are helping the candidate to achieve
- have enough experience and occupational competence to make a valid judgement about competence in the areas they will be attesting to (eg through having either met the requirements of the relevant units or supervised others meeting them in the last three years)

It is recommended that training mentors be qualified with a relevant mentoring qualification (eg L14 or L20) or be working towards full accreditation within a period of 12 months of commencing the role.

#### **Co-ordinating assessors must:**

Appointed by the approved centre to judge the validity of a candidate's evidence

Must:

- be independent of the outcome of the assessment
- have enough experience and occupational competence to make a valid judgement about competence in the area they will be assessing, normally through demonstrating that their own practice meets the national occupational standards within the qualification

It is recommended that co-ordinating assessors be fully qualified with D33 or A1 or A2, or working towards accreditation within a period of 12 months of commencing the role.

**Internal verifiers must:**

Appointed by approved centres to ensure the quality and consistency of assessment within the centre

Must:

- be fully trained and qualified to unit V1 or D34, or working towards accreditation within a period of 12 months of commencing the role
- have enough experience and occupational competence to enable them to make a valid judgement about a demonstration of competence in the area they will be verifying
- be in regular contact with the co-ordinating assessors and in a position that enables them to carry out the full scope of the verification role

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## 4 ADMINISTRATION ARRANGEMENTS

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This section summarises the administrative arrangements for the OCR Level 3 Award, Certificate and Diploma in Support Work in Schools (Pilot).

### 4.1 CENTRE APPROVAL

To seek approval to offer these qualifications, centres must obtain and complete an application form. A copy of the centre approval form can be found on the qualification datasheet (Code N062) available on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk) or from OCR Customer Information 024 7685 1509.

There is no fee payable for Centre Approval. (In instances where centres cannot justify an appropriate level of quality assurance arrangements, OCR reserves the right to inspect centres. A fee will be charged for centre inspection visits).

Centres who have not yet received approval, should gain approval prior to commencing work on qualifications. Centres that subsequently wish to offer additional qualifications must seek further approval from OCR.

### 4.2 CANDIDATE ENTRY

#### **Important**

For these qualifications there is an opportunity for **joint candidate entry** for the Award, Certificate and Diploma at Level 3.

If candidates are entered for any one of these qualifications, centres will receive a certification claim form for the **Level 3 Award, Certificate and Diploma**. This will enable centres to claim a full Level 3 Award when the candidate achieves two units, a full Level 3 Certificate when they achieve the fourth unit and a Level 3 Diploma when they achieve six units.

Candidates must be entered with OCR on form NQF1 as early in the programme as possible. Copies of these forms are provided to the centre once centre approval is confirmed. Additional copies are available from Operations, OCR, Westwood Way, Coventry. Telephone: 024 76 47 0033.

Once candidates are entered, OCR will send out the following documentation to the centre:

- Certification record form (CRF)

The purpose of this form is to claim the units. Centres receive CRFs for each candidate which are pre-printed with centre and candidate details. Each batch of CRFs must be used in conjunction with a certification record summary sheet.

- Certification record summary sheet

This form is the means of summarising the total number of units claimed in each batch of CRFs and acts as a control sheet.

When the centre is ready to claim some or all of the units the internal verifier should complete each CRF and the certification record summary sheet in time for the external verification visit. The external verifier will sign each CRF following satisfactory verification of candidates' work and send the CRFs and the certification record summary sheet to OCR.

### 4.3 CERTIFICATION

In order to achieve the **OCR Level 3 Award in Support Work in Schools (Pilot)** candidates will be required to achieve two units.

In order to achieve the **OCR Level 3 Certificate in Support Work in Schools (Pilot)** candidates will be required to achieve four units.

In order to achieve the **OCR Level 3 Diploma in Support Work in Schools (Pilot)** candidates will be required to achieve six units.

Neither the individual units nor the full qualification will be graded.

Unit certification will also be available for those candidates who achieve fewer than the total number of units needed for the full qualification.

On successful completion of units from this award OCR will issue a number of certificates:

- candidates will receive:
  - a certificate listing the unit(s) achieved.

Once OCR has awarded the unit certificates for a candidate OCR will automatically issue a certificate giving the full qualification title

**OCR Level 3 Award in Support Work in Schools (Pilot)**

or

**OCR Level 3 Certificate in Support Work in Schools (Pilot)**

or

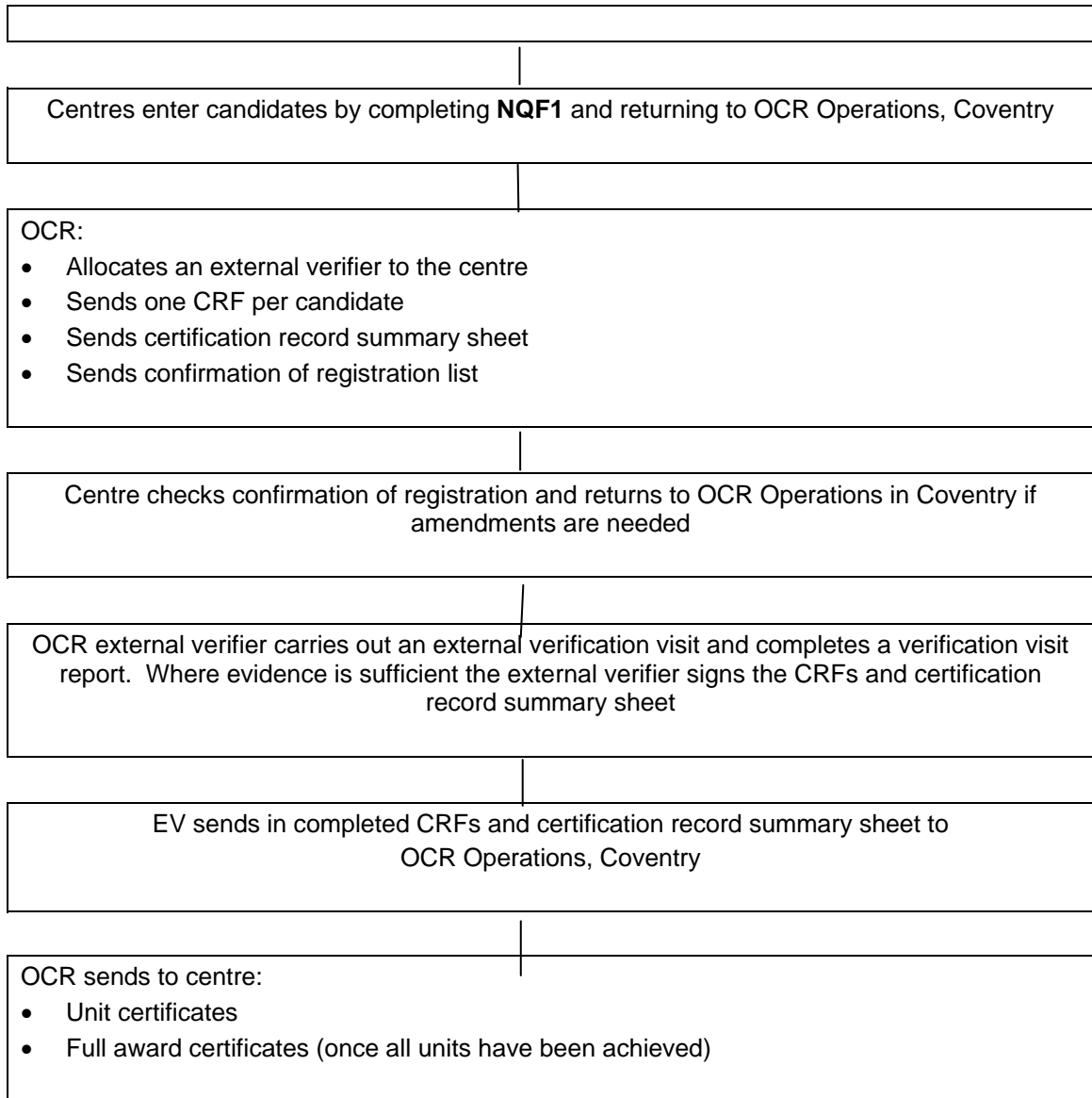
**OCR Level 3 Diploma in Support Work in Schools (Pilot)**

### 4.4 ADMINISTRATION FLOWCHART

Centre completes Centre Approval Form available on qualification datasheet (Code N062) from the OCR website at [www.ocr.org.uk](http://www.ocr.org.uk) or OCR Customer Information on 024 7685 1509 and returns it to OCR Operations, Coventry

Following a satisfactory evaluation of the application form the Centre is approved and receives:

- Copies of NQF1
- Letter confirming approved centre status



## **4.5 ACCESS TO ASSESSMENT**

OCR aims to make sure that all candidates are given equal opportunity to demonstrate their attainment. These qualifications accredit competence against specified criteria. All of these criteria must be met by all candidates independently and may not be reworded or omitted in any circumstances.

However, candidates may use mechanical, electronic and other aids in order to demonstrate competence so long as the aids are generally commercially available and can feasibly be used on employer's premises. OCR's publication '*Access to Assessment*' (Code L016) provides further advice on assessment arrangements for candidates with special needs.

## **4.6 ENQUIRIES AND APPEALS**

In exceptional circumstances, if a candidate is in disagreement with their assessor concerning the assessment, the candidate has the right to refer the matter to:

- a) the internal verifier within the centre in the first instance
- b) the centre manager, if the matter is still unresolved
- c) the OCR external verifier who may be consulted at the next visit. If the candidate intends to refer the matter to the external verifier, it will be helpful if details of the appeal are written down prior to the visit.

In extreme circumstances, if the external verifier has been unable to bring the matter to a satisfactory conclusion, the candidate may appeal in writing directly to OCR.

OCR will accept an appeal from a candidate only if the steps above have already been taken and the relevant fee is enclosed with the appeal.

## **4.7 OCR'S ADVISORY SERVICE**

Centres considering seeking approval to offer this qualification (or any other qualification we offer) might be interested to know that OCR staff are available to help with any aspect of setting up an assessment centre. Through an advisory telephone call or visit, centres can benefit from experience gained in existing centres.

More information on our advisory service can be requested from the OCR Information Bureau, OCR, Westwood Way, Coventry, CV4 8JQ, Telephone 024 7685 1509 or email [cib@ocr.org.uk](mailto:cib@ocr.org.uk)

(Please note that as part of our quality assurance programme, your telephone call may be recorded or monitored for training purposes).

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## 5 FURTHER INFORMATION

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### WHO TO CONTACT

For information on publications available please refer to the *OCR Publications Catalogue* (order code A410), the OCR Information Bureau or to the OCR website: [www.ocr.org.uk](http://www.ocr.org.uk)

#### For general enquiries:

OCR Information Bureau (Vocational Qualifications)  
Tel: 024 7685 1509  
Fax: 024 7642 1944  
Email: [cib@ocr.org.uk](mailto:cib@ocr.org.uk)

Please note that as part of our quality assurance programme your call may be recorded or monitored for training purposes.

#### OCR Publications Order Line:

Tel: 0870 770 6622  
Fax: 0870 770 6621  
Email: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)  
Please quote publication code.

#### For syllabus or administrative queries on vocational qualifications:

OCR (Oxford, Cambridge and RSA Examinations)  
Progress House  
Westwood Way  
Coventry  
CV4 8JQ

Tel: 024 7647 0033  
Fax: 024 7646 8080

#### For information on bookings for training events:

OCR Training  
Mill Wharf  
Mill Street  
Birmingham  
B6 4BU

Tel: 0121 628 2950  
Fax: 0121 628 2940

Email: [training@ocr.org.uk](mailto:training@ocr.org.uk)