# Employability Skills

## Qualification Handbook

First teaching from March 2015

<table>
<thead>
<tr>
<th>Entry code</th>
<th>Title</th>
<th>Qualification Number (QN)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10399</td>
<td>Entry Level 3 Award in Employability Skills</td>
<td>601/5339/8</td>
</tr>
<tr>
<td>10400</td>
<td>Entry Level 3 Certificate in Employability Skills</td>
<td>601/5340/4</td>
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<tr>
<td>10401</td>
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<td>10402</td>
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<td>601/5342/8</td>
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<td>10403</td>
<td>Level 2 Award in Employability Skills</td>
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<tr>
<td>10404</td>
<td>Level 2 Certificate in Employability Skills</td>
<td>601/5344/1</td>
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</tbody>
</table>

April 2015: This is version 1.1. The latest issue can be found on our website: [www.ocr.org.uk](http://www.ocr.org.uk)
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1 Introduction

The information provided in this handbook is correct at the time of production. Occasionally we may update this information. Please refer to the qualification pages on our website 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.

You should read this document in conjunction with the Admin Guide: Vocational qualifications.

1.1 Qualifications covered by this handbook

This is the handbook for the following qualifications.

<table>
<thead>
<tr>
<th>Title</th>
<th>Qualification number (QN)</th>
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<tbody>
<tr>
<td>OCR Entry Level 3 Award in Employability Skills</td>
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<td>601/5344/1</td>
</tr>
</tbody>
</table>

These qualification titles and numbers will appear on learners' certificates.

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

1.2 How are these qualifications assessed?

Achievement at unit level is Pass or Fail.

Please note we use the term moderator throughout this handbook. On Interchange you will see the term examiner-moderator.

All units are internally assessed by centre staff and externally moderated by us. The methods of moderation available are:

- OCR MAPS e-portfolio
- postal moderation
• submission by email
• centre e-portfolio.

Assessment and moderation can take place at any time.

Assessment of this qualification will be carried out in accordance with the appropriate codes of practice approved and published by the regulatory authorities.

1.3 Why choose these qualifications?

The Employability Skills qualifications are vocationally related, credit-based qualifications, designed to accredit the knowledge and understanding of learners from a variety of different backgrounds. They may also be taken as stand-alone qualifications, suitable for any person wishing to gain a broad understanding of the wider world of the workplace. They offer flexibility as a choice of units can be selected according to the learner’s approach to work and their needs within the workplace. The OCR Award and Certificate in Employability Skills provide formal qualifications which build on skills already being taught or supervised in the learning environment or workplace.

The aim of these qualifications is to give learners the opportunity to:

• develop their skills and competences in employment skills
• achieve a nationally recognised qualification
• progress to employment.

These qualifications:

• are vocationally related
• are credit-based
• are regulated in the Qualifications and Credit Framework (QCF) and are eligible for funding
• appear on the Register of Regulated Qualifications http://register.ofqual.gov.uk/
• are internally assessed by your assessors and quality assurance personnel and externally moderated by us.

1.4 Entry requirements

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

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

These qualifications are accredited in the QCF for learners aged 14 years and over.

There are no formal entry requirements for these qualifications.

There is no requirement for any specific prior learning. We recommend that an initial assessment should take place to ensure the learner is capable of reaching the required standards.
1.5 Funding

These qualifications are eligible for funding.

For further details regarding approval and funding eligibility you should refer to the following websites:

Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000

Skills Funding Agency for public funding in England

DAQW – Database of Approved Qualifications for public funding in Wales

Department for Employment and Learning for public funding in Northern Ireland

Education Funding Agency for public funding information for 16-19 learners in England

You should use the Qualification Number (QN) when looking for public funding for learners. Each unit within a qualification will also have a unit reference number (URN).

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

1.6 Guided learning hours (GLH)

Guided learning hours indicate the approximate time (in hours) the tutor will spend supervising or directing study time and assessment.

Each qualification requires the following guided learning hours:

<table>
<thead>
<tr>
<th>Qualification</th>
<th>minimum GLH</th>
<th>maximum GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCR Entry Level Award in Employability Skills (Entry 3)</td>
<td>75</td>
<td>80</td>
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<tr>
<td>OCR Entry Level Certificate in Employability Skills (Entry 3)</td>
<td>125</td>
<td>133</td>
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<td>OCR Level 1 Award in Employability Skills</td>
<td>75</td>
<td>81</td>
</tr>
<tr>
<td>OCR Level 1 Certificate in Employability Skills</td>
<td>125</td>
<td>133</td>
</tr>
<tr>
<td>OCR Level 2 Award in Employability Skills</td>
<td>75</td>
<td>83</td>
</tr>
<tr>
<td>OCR Level 2 Certificate in Employability Skills</td>
<td>125</td>
<td>133</td>
</tr>
</tbody>
</table>
1.7 Performance tables

Information on performance tables is available on the DfE website. Detailed information relating to Key Stage 4 performance tables is available at RAISE online.
2 Purpose statements

2.1 Entry Level 3 Award in Employability Skills

Overview

This qualification is designed for learners who are seeking to enter employment and wish to develop the skills that will help them to overcome barriers to entering employment and understand more about the world of work. This applies equally to school leavers and adults re-entering the workforce.

There are no prior qualifications, knowledge or skills required to take this qualification.

What does this qualification cover?

Students will study three of the following areas:

- understanding and assessing their own skills or personal attributes for work
- learning about managing money
- preparing for a reflecting on a job interview
- completing job searches
- providing personal information to employers, e.g. CVs and application forms
- health and safety in the workplace (E3 only)
- work placements and work-related tasks

All units are offered at Entry level, Level 1 and Level 2 (except for the health and safety unit). For this qualification two units must be taken at Entry level and one from either, Entry Level, Level 1 or 2. It is anticipated that the majority of learners will choose to take all three units from Entry Level.

Depending on the three areas chosen above, students will:

- gain knowledge of self-reflection and self-assessment with regard to their skills or personal attributes for work. They will also gain knowledge on how to develop these skills or personal attributes, via an action plan.
- learn how to open a bank account, understand wage slips and bank statements. Gain knowledge of how to budget and understand the causes and consequences of debt.
- gain knowledge of how to prepare/plan for a job interview, research essential information about the organisation, prepare questions and answers for interviews, reflect on the interview and understanding how to improve their interview skills.
- research jobs, know the relevant job sources, understand how to match skills or personal attributes and interests to job roles, understand how to improve job search skills.
- develop skills in presenting personal information, e.g. CV-writing and completing application forms. Gain knowledge of, and practice in, how to present oneself positively to prospective employers. Understand how to reflect upon their own performance in presenting personal information and they could improve.
- gain knowledge of safe working practices and procedures, knowledge of risks and hazards and the internal/external sources of information and support on health and safety in the workplace.
• develop skills required for work-related tasks, dependent on a particular work placement. Understand the behaviour expected during a work placement and the importance of behaving appropriately. Identify personal goals and reflect on whether these goals have been met. Identify areas for personal improvement needed for completing work related tasks.

**What could this qualification lead to?**

This qualification could lead directly into any employment that is relevant to the learner’s wider knowledge/skills set and level of ability. The main purpose of this qualification is to support the learner to overcome barriers to entering employment.

The skills, understanding and knowledge developed through this qualification will help learners to progress onto work-related programmes such as Traineeships or Apprenticeships, or to specific vocational qualifications in the learner’s desired area of employment such as:

- OCR Level 1 Award in Retail Skills
- OCR Level 1 Award in Personal Life Skills
- OCR Functional Skills in Information and Communication Technology at Level 1
- OCR Level 1 Certificate in Customer Service
- OCR Level 1 Certificate in Business Administration.

**About other qualifications in the suite**

The qualification is part of a larger suite that offers qualifications in a variety of sizes and levels. The suite is designed to be flexible, allowing learners to choose units that best fit their individual circumstances and level of achievement, whilst at the same time ensuring that essential areas of knowledge and skill for employability are covered. The areas of need identified for the learner will affect the size and the level of the qualification selected, for example, learners who cannot access Level 1 qualifications, or those who have low levels of literacy skills will choose these qualifications at Entry Level (rather than at Level 1 or 2). The level of demand and the language used at this level meets the needs of this type of learner.

For learners who are on a fixed-term, shorter programme (including, but not limited to, learners in secure estates and those referred by Jobcentre Plus) the OCR Entry Level Award in Employability Skills is a smaller qualification and requires a minimum of 75 guided learning hours. Those on longer programmes who wish to take a larger qualification at the same level can take the OCR Entry Level Certificate in Employability Skills, which requires a minimum of 125 guided learning hours. Having qualifications of various sizes within the suite presents opportunities for a learner to add further units at a later stage, as a progression route to another size or level of the qualification or for progression to other qualifications, as indicated above.
2.2 Entry Level 3 Certificate in Employability Skills

Overview

This qualification is designed for learners who are seeking to enter employment and wish to develop the skills that will help them to overcome barriers to entering employment and understand more about the world of work. This applies equally to school leavers and adults re-entering the workforce.

There are no prior qualifications, knowledge or skills required to take this qualification.

What does this qualification cover?

Students will study five of the following areas:

- understanding and assessing their own skills or personal attributes for work
- learning about managing money
- preparing for a reflecting on a job interview
- completing job searches
- providing personal information to employers, e.g. CVs and application forms
- health and safety in the workplace (E3 only)
- work placements and work-related tasks

All units are offered at Entry level, Level 1 and Level 2 (except for the health and safety unit). For this qualification three units must be taken at Entry level and two from either, Entry Level, Level 1 or 2.

Depending on the five areas chosen above, students will:

- gain knowledge of self–reflection and self-assessment with regard to their skills or personal attributes for work. They will also gain knowledge on how to develop these skills or personal attributes, via an action plan.
- learn how to open a bank account, understand wage slips and bank statements. Gain knowledge of how to budget and understand the causes and consequences of debt.
- gain knowledge of how to prepare/plan for a job interview, research essential information about the organisation, prepare questions and answers for interviews, reflect on the interview and understanding how to improve their interview skills.
- research jobs, know the relevant job sources, understand how to match skills or personal attributes and interests to job roles, understand how to improve job search skills.
- develop skills in presenting personal information, e.g. CV-writing and completing application forms. Gain knowledge of, and practice in, how to present oneself positively to prospective employers. Understand how to reflect upon their own performance in presenting personal information and they could improve.
- gain knowledge of safe working practices and procedures, knowledge of risks and hazards and the internal/external sources of information and support on health and safety in the workplace.
- develop skills required for work-related tasks, dependent on a particular work placement. Understand the behaviour expected during a work placement and the importance of behaving appropriately. Identify personal goals and reflect on whether these goals have been met. Identify areas for personal improvement needed for completing work related tasks.
What could this qualification lead to?

This qualification could lead directly into any employment that is relevant to the learner’s wider knowledge/skills set and level of ability. The main purpose of this qualification is to support the learner to overcome barriers to entering employment.

The skills, understanding and knowledge developed through this qualification will help learners to progress onto work-related programmes such as Traineeships or Apprenticeships, or to specific vocational qualifications in the learner’s desired area of employment such as:

- OCR Level 1 Award in Retail Skills
- OCR Level 1 Award in Personal Life Skills
- OCR Functional Skills in Information and Communication Technology at Level 1
- OCR Level 1 Certificate in Customer Service
- OCR Level 1 Certificate in Business Administration.

About other qualifications in the suite

The qualification is part of a larger suite that offers qualifications in a variety of sizes and levels. The suite is designed to be flexible, allowing learners to choose units that best fit their individual circumstances and level of achievement, whilst at the same time ensuring that essential areas of knowledge and skill for employability are covered. The areas of need identified for the learner will affect the size and the level of the qualification selected, for example, learners who cannot access Level 1 qualifications, or those who have low levels of literacy skills will choose these qualifications at Entry Level (rather than at Level 1 or 2) and there is more demand for these qualifications at Entry Level for these reasons. The level of demand and the language used at this level meets the needs of this type of learner.

Those on longer programmes who wish to take a larger qualification at Entry level can take the OCR Entry Level Certificate in Employability Skills, which requires a minimum of 125 guided learning hours. This larger size of qualification at Entry Level (an additional 2 units, as opposed to 3 units for the Award) allows learners to develop across a broader spread of units dependent on the learner’s specific needs. For learners who are on a fixed-term, shorter programme (including, but not limited to, learners in secure estates and those referred by Jobcentre Plus) the OCR Entry Level Award in Employability Skills is a smaller qualification and requires a minimum of 75 guided learning hours.

Having qualifications of various sizes within the suite presents opportunities for a learner to add further units at a later stage, as a progression route to another level of the qualification or for progression to other qualifications, as indicated above.
2.3 OCR Level 1 Award in Employability Skills

Overview

This qualification is designed for learners who are seeking to enter employment and wish to develop the skills that will help them to overcome barriers to entering employment and understand more about the world of work. This applies equally to school leavers and adults re-entering the workforce.

There are no prior knowledge/skills required to take this qualification.

What does this qualification cover?

Students will study three of the following areas:

- understanding and assessing their own skills or personal attributes for work
- learning about managing money
- preparing for a reflecting on a job interview
- completing job searches
- providing personal information to employers, e.g. CVs and application forms
- health and safety in the workplace (E3 only)
- work placements and work-related tasks

All units are offered at Entry level, Level 1 and Level 2 (except for health and safety). The qualification has a spikey profile. For this qualification two units must be taken at Level 1 and one from either, Entry Level, Level 1 or 2.

Depending on the three areas chosen above, students will:

- gain knowledge of self-reflection and self-assessment with regard to their skills or personal attributes for work. They will also gain knowledge on how to develop these skills or personal attributes, via an action plan.
- learn how to open a bank account, understand wage slips and bank statements. Gain knowledge of how to budget and understand the causes and consequences of debt.
- gain knowledge of how to prepare/plan for a job interview, research essential information about the organisation, prepare questions and answers for interviews, reflect on the interview and understanding how to improve their interview skills.
- research jobs, know the relevant job sources, understand how to match skills or personal attributes and interests to job roles, understand how to improve job search skills.
- develop skills in presenting personal information, e.g. CV-writing and completing application forms. Gain knowledge of, and practice in, how to present oneself positively to prospective employers. Understand how to reflect upon their own performance in presenting personal information and they could improve.
- gain knowledge of safe working practices and procedures, knowledge of risks and hazards and the internal/external sources of information and support on health and safety in the workplace.
- develop skills required for work-related tasks, dependent on a particular work placement. Understand the behaviour expected during a work placement and the importance of behaving appropriately. Identify personal goals and reflect on whether these goals have been met. Identify areas for personal improvement needed for completing work related tasks.
What could this qualification lead to?

This qualification could lead directly into any employment that is relevant to the learner’s wider knowledge/skills set and level of ability. The main purpose of this qualification is to support the learner to overcome barriers to entering employment.

The skills developed through this qualification will help support applications for traineeships, apprenticeships, vocational qualifications (related to the specific job that learners may wish to apply for) or Progression English and Maths.

About other qualifications in the suite

The qualification is part of a larger suite that offers qualifications in a variety of sizes and levels. The suite is designed to be flexible, allowing learners to choose units that best fit their individual circumstances and level of achievement, whilst at the same time ensuring that essential areas of knowledge and skill for employability are covered. The areas of need identified for the learner will affect the size and the level of the qualification selected. Having qualifications of various sizes within the suite presents opportunities for a learner to add further units at a later stage, as a progression route to another size or level of the qualification or for progression to other qualifications.
2.4 Level 1 Certificate in Employability Skills

**Overview**

This qualification is designed for learners who are seeking to enter employment and wish to develop the skills that will help them to overcome barriers to entering employment and understand more about the world of work. This applies equally to school leavers and adults re-entering the workforce.

There are no prior knowledge/skills required to take this qualification.

**What does this qualification cover?**

Students will study **five** of the following areas:

- understanding and assessing their own skills or personal attributes for work
- learning about managing money
- preparing for a reflecting on a job interview
- completing job searches
- providing personal information to employers, e.g. CVs and application forms
- health and safety in the workplace (E3 only)
- work placements and work-related tasks

All units are offered at Entry level, Level 1 and Level 2 (except for health and safety). The qualification has a spikey profile. For this qualification three units must be taken at Level 1 and two from either, Entry Level, Level 1 or 2.

Depending on the **five** areas chosen above, students will:

- gain knowledge of self-reflection and self-assessment with regard to their skills or personal attributes for work. They will also gain knowledge on how to develop these skills or personal attributes, via an action plan.
- learn how to open a bank account, understand wage slips and bank statements. Gain knowledge of how to budget and understand the causes and consequences of debt.
- gain knowledge of how to prepare/plan for a job interview, research essential information about the organisation, prepare questions and answers for interviews, reflect on the interview and understanding how to improve their interview skills.
- research jobs, know the relevant job sources, understand how to match skills or personal attributes and interests to job roles, understand how to improve job search skills.
- develop skills in presenting personal information, e.g. CV-writing and completing application forms. Gain knowledge of, and practice in, how to present oneself positively to prospective employers. Understand how to reflect upon their own performance in presenting personal information and they could improve.
- gain knowledge of safe working practices and procedures, knowledge of risks and hazards and the internal/external sources of information and support on health and safety in the workplace.
- develop skills required for work-related tasks, dependent on a particular work placement. Understand the behaviour expected during a work placement and the importance of behaving appropriately. Identify personal goals and reflect on whether these goals have been met. Identify areas for personal improvement needed for completing work related tasks.
What could this qualification lead to?

This qualification could lead directly into any employment that is relevant to the learner’s wider knowledge/skills set and level of ability. The main purpose of this qualification is to support the learner to overcome barriers to entering employment.

The skills developed through this qualification will help support applications for traineeships, apprenticeships, vocational qualifications (related to the specific job that learners may wish to apply for) or Progression English and Maths.

About other qualifications in the suite

The qualification is part of a larger suite that offers qualifications in a variety of sizes and levels. The suite is designed to be flexible, allowing learners to choose units that best fit their individual circumstances and level of achievement, whilst at the same time ensuring that essential areas of knowledge and skill for employability are covered. This larger size of qualification (an additional 2 units) allows learners to develop across a broader area dependent on the learner’s specific needs. Having qualifications of various sizes within the suite provides opportunities for a learner to add further units at a later stage, as a progression route to another size or level of the qualification or for progression to other qualifications.
2.5 Level 2 Award in Employability Skills

Overview

This qualification is designed for learners who are seeking to enter employment and wish to develop the skills that will help them to overcome barriers to entering employment and understand more about the world of work. This applies equally to school leavers and adults re-entering the workforce.

There are no prior knowledge/skills required to take this qualification.

What does this qualification cover?

Students will study three of the following areas:

- understanding and assessing their own skills or personal attributes for work
- learning about managing money
- preparing for a reflecting on a job interview
- completing job searches
- providing personal information to employers, e.g. CVs and application forms
- health and safety in the workplace (E3 only)
- work placements and work-related tasks

All units are offered at Entry level, Level 1 and Level 2 (except for health and safety). The qualification has a spikey profile. For this qualification two units must be taken at Level 2 and one from either, Entry Level, Level 1 or 2.

Depending on the three areas chosen above, students will:

- gain knowledge of self–reflection and self-assessment with regard to their skills or personal attributes for work. They will also gain knowledge on how to develop these skills or personal attributes, via an action plan.
- learn how to open a bank account, understand wage slips and bank statements. Gain knowledge of how to budget and understand the causes and consequences of debt.
- gain knowledge of how to prepare/plan for a job interview, research essential information about the organisation, prepare questions and answers for interviews, reflect on the interview and understanding how to improve their interview skills.
- research jobs, know the relevant job sources, understand how to match skills or personal attributes and interests to job roles, understand how to improve job search skills.
- develop skills in presenting personal information, e.g. CV-writing and completing application forms. Gain knowledge of, and practice in, how to present oneself positively to prospective employers. Understand how to reflect upon their own performance in presenting personal information and they could improve.
- gain knowledge of safe working practices and procedures, knowledge of risks and hazards and the internal/external sources of information and support on health and safety in the workplace.
- develop skills required for work-related tasks, dependent on a particular work placement. Understand the behaviour expected during a work placement and the importance of behaving appropriately. Identify personal goals and reflect on whether these goals have been met. Identify areas for personal improvement needed for completing work related tasks.
What could this qualification lead to?

This qualification could lead directly into any employment that is relevant to the learner’s wider knowledge/skills set and level of ability. The main purpose of this qualification is to support the learner to overcome barriers to entering employment.

The skills developed through this qualification will help support applications for traineeships, apprenticeships, vocational qualifications (related to the specific job that learners may wish to apply for) or Progression English and Maths.

About other qualifications in the suite

The qualification is part of a larger suite that offers qualifications in a variety of sizes and levels. The suite is designed to be flexible, allowing learners to choose units that best fit their individual circumstances and level of achievement, while at the same time ensuring that essential areas of knowledge and skill for employability are covered. The areas of need identified for the learner will affect the size and level of the qualification selected. Having qualifications of various sizes within the suite presents opportunities for a learner to add further units at a later stage, as a progression route to another size or level of the qualification or for progression to other qualifications.
2.6 Level 2 Certificate in Employability Skills

Overview

This qualification is designed for learners who are seeking to enter employment and wish to
develop the skills that will help them to overcome barriers to entering employment and understand
more about the world of work. This applies equally to school leavers and adults re-entering the
workforce.

There are no prior knowledge/skills required to take this qualification.

What does this qualification cover?

Students will study five of the following areas:

- understanding and assessing their own skills or personal attributes for work
- learning about managing money
- preparing for a reflecting on a job interview
- completing job searches
- providing personal information to employers, e.g. CVs and application forms
- health and safety in the workplace (E3 only)
- work placements and work-related tasks

All units are offered at Entry level, Level 1 and Level 2 (except for health and safety). The
qualification has a spikey profile. For this qualification three units must be taken at Level 2 and two
from either, Entry Level, Level 1 or 2.

Depending on the five areas chosen above, students will:

- gain knowledge of self–reflection and self-assessment with regard to their skills or personal
  attributes for work. They will also gain knowledge on how to develop these skills or personal
  attributes, via an action plan.
- learn how to open a bank account, understand wage slips and bank statements. Gain
  knowledge of how to budget and understand the causes and consequences of debt.
- gain knowledge of how to prepare/plan for a job interview, research essential information
  about the organisation, prepare questions and answers for interviews, reflect on the interview
  and understanding how to improve their interview skills.
- research jobs, know the relevant job sources, understand how to match skills or personal
  attributes and interests to job roles, understand how to improve job search skills.
- develop skills in presenting personal information, e.g. CV-writing and completing application
  forms. Gain knowledge of, and practice in, how to present oneself positively to prospective
  employers. Understand how to reflect upon their own performance in presenting personal
  information and they could improve.
- gain knowledge of safe working practices and procedures, knowledge of risks and hazards
  and the internal/external sources of information and support on health and safety in the
  workplace.
- develop skills required for work-related tasks, dependent on a particular work placement.
  Understand the behaviour expected during a work placement and the importance of
  behaving appropriately. Identify personal goals and reflect on whether these goals have been
  met. Identify areas for personal improvement needed for completing work related tasks.
What could this qualification lead to?

This qualification could lead directly into any employment that is relevant to the learner’s wider knowledge/skills set and level of ability. The main purpose of this qualification is to support the learner to overcome barriers to entering employment.

The skills developed through this qualification will help support applications for traineeships, apprenticeships, vocational qualifications (related to the specific job that learners may wish to apply for) or Progression English and Maths.

About other qualifications in the suite

The qualification is part of a larger suite that offers qualifications in a variety of sizes and levels. The suite is designed to be flexible, allowing learners to choose units that best fit their individual circumstances and level of achievement, whilst at the same time ensuring that essential areas of knowledge and skill for employability are covered. This larger size of qualification (an additional 2 units) allows learners to develop across a broader area dependent on the learner’s specific needs. Having qualifications of various sizes within the suite provides opportunities for a learner to add further units at a later stage, as a progression route to another size or level of the qualification or for progression to other qualifications.
3 Structure and content

3.1 Qualification structure and rule of combination

Each qualification in the Qualifications and Credit Framework (QCF) has a Rule of Combination (ROC).

The ROC specifies how units can be combined and the overall number of credits to be achieved for the qualification to be awarded.

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, you deliver these qualifications holistically by identifying opportunities to link the units and levels.

If a learner is not able to complete the full qualification, we will issue unit certificates listing the unit(s) and credit achieved.

When combining units for the chosen qualification, it is your responsibility to ensure the rule of combination is followed.

The units are available to download from our qualification webpage.
### 3.2 Table of units

<table>
<thead>
<tr>
<th>OCR unit no</th>
<th>Unit title</th>
<th>Unit reference no (URN)</th>
<th>Credit value</th>
<th>Level</th>
<th>GLH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entry Level 3 Group</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Assess myself for work</td>
<td>R/506/8967</td>
<td>3</td>
<td>EL3</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Learn about managing money</td>
<td>Y/506/8968</td>
<td>3</td>
<td>EL3</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Prepare for and learn from a job interview</td>
<td>D/506/8969</td>
<td>3</td>
<td>EL3</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>Know how to complete a job search</td>
<td>R/506/8970</td>
<td>3</td>
<td>EL3</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>Provide personal information for employers</td>
<td>Y/506/8971</td>
<td>3</td>
<td>EL3</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>Know about health and safety in the workplace</td>
<td>D/506/8972</td>
<td>3</td>
<td>EL3</td>
<td>25</td>
</tr>
<tr>
<td>7</td>
<td>Identify goals for a work placement and complete work related tasks</td>
<td>H/506/8973</td>
<td>3</td>
<td>EL3</td>
<td>25</td>
</tr>
<tr>
<td><strong>Level 1 Group</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Understand how to complete a job search</td>
<td>K/506/8974</td>
<td>3</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>9</td>
<td>Assess myself for a job</td>
<td>M/506/8975</td>
<td>3</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>10</td>
<td>Learn how to manage money</td>
<td>T/506/9609</td>
<td>3</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>11</td>
<td>Plan for and learn from a job interview</td>
<td>A/506/8977</td>
<td>3</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>12</td>
<td>Present personal information to employers</td>
<td>F/506/8978</td>
<td>3</td>
<td>1</td>
<td>28</td>
</tr>
<tr>
<td>13</td>
<td>Prepare for and learn from a work placement</td>
<td>J/506/8979</td>
<td>3</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td><strong>Level 2 Group</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Assess myself for a career</td>
<td>A/506/8980</td>
<td>3</td>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td>15</td>
<td>Understand how to manage money</td>
<td>F/506/8981</td>
<td>3</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>16</td>
<td>Plan for and reflect on a job interview</td>
<td>J/506/8982</td>
<td>3</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>17</td>
<td>Adapt personal information for employers</td>
<td>L/506/8983</td>
<td>3</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>18</td>
<td>Plan for and reflect on a work placement</td>
<td>R/506/8984</td>
<td>3</td>
<td>2</td>
<td>25</td>
</tr>
</tbody>
</table>
3.3 OCR Entry Level Award in Employability Skills (Entry 3)

<table>
<thead>
<tr>
<th>Entry Level Award in Employability Skills (Entry Level 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry code 10399</td>
</tr>
<tr>
<td>Ofqual qualification number 601/5339/8</td>
</tr>
</tbody>
</table>

This requires a total of 9 credits.
6 credits must come from the Entry Level units.
The remaining 3 credits may be at Entry Level, Level 1 or Level 2.

Refer to Section 3.9 for full details of the barred combinations.

3.4 OCR Level 1 Award in Employability Skills

<table>
<thead>
<tr>
<th>Level 1 Award in Employability Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry code 10401</td>
</tr>
<tr>
<td>Ofqual qualification number 601/5341/6</td>
</tr>
</tbody>
</table>

This requires a total of 9 credits.
6 credits must come from the Level 1 group.
The remaining 3 credits may be at Entry Level 3, Level 1 or Level 2

Refer to Section 3.9 for full details of the barred combinations.

3.5 OCR Level 2 Award in Employability Skills

<table>
<thead>
<tr>
<th>Level 2 Award in Employability Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry code 10403</td>
</tr>
<tr>
<td>Ofqual qualification number 601/5343/X</td>
</tr>
</tbody>
</table>

This requires a total of 9 credits.
6 credits must come from the Level 2 units.
The remaining 3 credits may be at Entry Level 3, Level 1 or Level 2.

Refer to Section 3.9 for full details of the barred combinations.
3.6 OCR Entry Level Certificate in Employability Skills (Entry3)

Entry Level Award in Employability Skills (Entry Level 3)
Entry code 10400
Ofqual qualification number 601/5340/4

This requires a total of 15 credits.
9 credits must come from the Entry Level group.
The remaining 6 credits may be at Entry Level, Level 1 or Level 2.

Refer to Section 3.9 for full details of the barred combinations.

3.7 OCR Level 1 Certificate in Employability Skills

Level 1 Certificate in Employability Skills
Entry code 10402
Ofqual qualification number 601/5342/8

This requires a total of 15 credits.
9 credits must come from the Level 1 units.
The remaining 6 credits may be at Entry Level 3, Level 1 or Level 2.

Refer to Section 3.9 for full details of the barred combinations.

3.8 OCR Level 2 Certificate in Employability Skills

Level 2 Certificate in Employability Skills
Entry code 10404
Ofqual qualification number 601/5344/1

This requires a total of 15 credits.
9 credits must come from the Level 2 units.
The remaining 6 credits may be at Entry Level 3, Level 1 or Level 2.

Refer to Section 3.9 for full details of the barred combinations.
3.9 Barred combinations and equivalencies

These are units that cannot be counted together as part of the rule of combination for these qualifications.

The following table lists the units in these qualifications that are barred with each other.

<table>
<thead>
<tr>
<th>OCR unit no</th>
<th>Unit title</th>
<th>Unit reference no (URN)</th>
<th>Barred with</th>
<th>Barred with</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assess myself for work</td>
<td>R/506/8967</td>
<td>OCR Unit 9</td>
<td>OCR Unit 14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M/506/8975</td>
<td>A/506/8980</td>
</tr>
<tr>
<td>2</td>
<td>Learn about managing money</td>
<td>Y/506/8968</td>
<td>OCR Unit 10</td>
<td>OCR Unit 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>T/506/9609</td>
<td>F/506/8981</td>
</tr>
<tr>
<td>3</td>
<td>Prepare for and learn from a job interview</td>
<td>D/506/8969</td>
<td>OCR Unit 11</td>
<td>OCR Unit 16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A/506/8977</td>
<td>J/506/8982</td>
</tr>
<tr>
<td>4</td>
<td>Know how to complete a job search</td>
<td>R/506/8970</td>
<td>OCR Unit 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>K/506/8974</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Provide personal information for employers</td>
<td>Y/506/8971</td>
<td>OCR Unit 12</td>
<td>OCR Unit 17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>F/506/8978</td>
<td>L/506/8983</td>
</tr>
<tr>
<td>7</td>
<td>Identify goals for a work placement and complete work related tasks</td>
<td>D/506/8972</td>
<td>OCR Unit 13</td>
<td>OCR Unit 18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>J/506/8979</td>
<td>R/506/8984</td>
</tr>
</tbody>
</table>
### 3.10 Equivalencies

These specify when a learner can count credits from units achieved in other QCF qualifications in place of units identified in the qualification’s rule of combination.

Only learner achievements claimed in the last two years will be accepted as evidence towards these qualifications.

The following table lists the units in these qualifications where there are equivalencies.

<table>
<thead>
<tr>
<th>OCR unit no</th>
<th>Unit title</th>
<th>Unit reference no (URN)</th>
<th>Equivalent to (Unit title)</th>
<th>Equivalent to (URN)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entry Level 3 Group</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Assessing myself for work</td>
<td>L/505/4047</td>
<td>Assess myself for work</td>
<td>R/506/8967</td>
</tr>
<tr>
<td>2</td>
<td>Learning to be financially aware</td>
<td>D/505/3842</td>
<td>Learn about managing money</td>
<td>Y/506/8968</td>
</tr>
<tr>
<td>3</td>
<td>Preparing for and learning from a job interview</td>
<td>R/505/4048</td>
<td>Prepare for and learn from a job interview</td>
<td>D/506/8969</td>
</tr>
<tr>
<td>4</td>
<td>Researching and selecting a job opportunity</td>
<td>F/505/4207</td>
<td>Know how to complete a job search</td>
<td>R/506/8970</td>
</tr>
<tr>
<td>5</td>
<td>Providing personal information for working life</td>
<td>Y/505/4049</td>
<td>Provide personal information for employers</td>
<td>Y/506/8971</td>
</tr>
<tr>
<td>6</td>
<td>Understanding health and safety in the workplace</td>
<td>L/505/4050</td>
<td>Know about health and safety in the workplace</td>
<td>D/506/8972</td>
</tr>
<tr>
<td>7</td>
<td>Understanding workplace values and practices</td>
<td>R/505/4051</td>
<td>Identify goals for a work placement and complete work related tasks</td>
<td>H/506/8973</td>
</tr>
<tr>
<td><strong>Level 1 Group</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Preparing for and learning from a job search</td>
<td>Y/505/4052</td>
<td>Understand how to complete a job search</td>
<td>K/506/8974</td>
</tr>
<tr>
<td>9</td>
<td>Assessing myself for a job</td>
<td>D/505/4053</td>
<td>Assess myself for a job</td>
<td>M/506/8975</td>
</tr>
<tr>
<td>10</td>
<td>Learning to be financially capable</td>
<td>M/505/3845</td>
<td>Learn how to manage money</td>
<td>T/506/9609</td>
</tr>
<tr>
<td>11</td>
<td>Planning for and learning from a job interview</td>
<td>K/505/4055</td>
<td>Plan for and learn from a job interview</td>
<td>A/506/8977</td>
</tr>
<tr>
<td>12</td>
<td>Providing personal information for the workplace</td>
<td>T/505/4057</td>
<td>Present personal information to employers</td>
<td>F/506/8978</td>
</tr>
<tr>
<td>13</td>
<td>Preparing for and learning from a work placement</td>
<td>Y/505/4083</td>
<td>Prepare for and learn from a work placement</td>
<td>J/506/8979</td>
</tr>
<tr>
<td>OCR unit no</td>
<td>Unit title</td>
<td>Unit reference no (URN)</td>
<td>Equivalent to (Unit title)</td>
<td>Equivalent to (URN)</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------</td>
<td>------------------------</td>
<td>------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Level 2 Group</td>
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<td></td>
</tr>
<tr>
<td>14</td>
<td>Assessing myself for a career</td>
<td>L/505/4095</td>
<td>Assess myself for a career</td>
<td>A/506/8980</td>
</tr>
<tr>
<td>15</td>
<td>Learning to manage finance</td>
<td>A/505/3847</td>
<td>Understand how to manage money</td>
<td>F/506/8981</td>
</tr>
<tr>
<td>16</td>
<td>Planning for and reflecting on a job interview</td>
<td>Y/505/4097</td>
<td>Plan for and reflect on a job interview</td>
<td>J/506/8982</td>
</tr>
<tr>
<td>17</td>
<td>Presenting personal information for the workplace</td>
<td>D/505/4098</td>
<td>Adapt personal information for employers</td>
<td>L/506/8983</td>
</tr>
<tr>
<td>18</td>
<td>Planning for and reflecting on a work placement</td>
<td>L/505/4100</td>
<td>Plan for and reflect on a work placement</td>
<td>R/506/8984</td>
</tr>
</tbody>
</table>
4 Centre assessor and internal standardisation requirements

This section provides information on centre assessor and internal standardisation requirements for postal-moderated qualifications.

4.1 Assessment centre requirements

Tutors should have the relevant level of subject knowledge and skills to deliver these qualifications. Tutors must make sure that the supporting knowledge, understanding and skills requirements for each learning outcome are fully addressed, so that learners can effectively progress towards meeting the requirements of each assessment criterion.

The teaching content/exemplification contained within each unit is not exhaustive. This may be expanded or tailored to particular contexts in which the unit is being taught or to meet the interests and needs of the learners.

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

4.2 Centre assessor responsibilities

- The centre assessor is normally the course tutor and is responsible for assessing learners' evidence.
- If you have more than one centre assessor we expect you to make sure that the quality and standard of assessment is consistent (see Section 4.3).

Your centre is responsible for identifying staff who are able to act as assessors. We require assessors to have the relevant level of subject knowledge and skills to deliver these qualifications and to assess 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 outcome and assessment criteria of the unit(s), the unit or claim may be withdrawn.

Assessors must:

- judge learners’ work against the assessment criteria identified in the Units and the Evidence Requirements (identified in the OCR Evidence Booklets)
- ensure that Evidence Requirements for centre assessors are adhered to when making assessment decisions
- identify valid and sufficient evidence (by annotating the evidence)
- ensure learners' work is authentic (see Section 5.11)
- identify gaps in evidence and ensure gaps are filled before the unit is sent to the OCR moderator
- give feedback to learners
• liaise with other assessors in the centre to ensure assessment decisions are to the required standard
• confirm learner achievement by completing and signing the required OCR documentation (i.e. the OCR Evidence Booklet or Candidate Evidence Checklist) or by completing the evidence checklist and declaration in the MAPS e-portfolio
• ensure copies of learners’ work are saved before submission in case work is lost in the post. Please note we do not return work
• maintain records of learners’ achievements which would be needed in the event of any submission or results enquiries
• confirm the use of a scribe where relevant.

Centre-assessed work is submitted in the MAPS e-portfolio, submitted in a centre e-portfolio, posted or sent by email to the OCR moderator for moderation, so that we can sample it, in order to ensure that standards are met.

4.3 Centre standardisation for multiple assessors

If your centre has a number of assessors for these qualifications we recommend best practice is to carry out internal quality assurance and standardisation to ensure all work is assessed to the required standard.

If you are the only assessor in your centre for this qualification then best practice is to ensure that your assessment decisions are standardised. An example would be to ask another assessor in your centre to review a sample of your assessment decisions.

In order to maintain a consistent approach to internal standardisation, a centre coordinator could be nominated. The centre coordinator would then be responsible for:
• ensuring that all assessors are assessing to the required standard
• arranging regular standardisation meetings
• ensuring cross-moderation of work between assessors
• maintaining records of the outcome of cross-moderation activities
• advising centre assessors of any discrepancies in assessment
• suggesting ways in which assessment may be brought into line to meet the required standard
• confirming where internal standardisation has happened by signing the required OCR documentation in the appropriate place, e.g. the internal standardisation signatory area of the Candidate Evidence Checklist.
5 Assessment and postal moderation/e-moderation

5.1 Initial assessment of learners

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

5.2 How these qualifications are assessed

Achievement at unit level is Pass or Fail.

Please note we use the term moderator throughout this handbook. On Interchange you will see the term examiner-moderator.

All units are centre-assessed and externally moderated by our moderator. The methods of moderation available are:

- OCR MAPS e-portfolio
- post moderation
- submission by email
- centre e-portfolio.

Assessment and moderation can take place at any time.

Assessment of this qualification will be carried out in accordance with the appropriate codes of practice approved and published by the regulatory authorities.

5.3 Assessment and the Data Protection Act

It is the centre’s responsibility to ensure that learners comply with the Data Protection Act when producing evidence for summative assessment.

5.4 Suitable to the needs of the learner

We have tried to make sure that achievement of these qualifications is free from constraints outside the requirements of the units.

For learners who have access requirements see ‘Access arrangements and special consideration’ (see Section 9.9).

If you think that any aspect of these qualifications unfairly restricts access and progression, please contact our Customer Contact Centre by phone on 024 76 851509 or by email at vocational.qualifications@ocr.org.uk.
5.5 Evidence

Tutors must assess the evidence for these qualifications and check that each criterion has been successfully met by the learner before work is signed and sent for external moderation.

Learners must not reference another individual’s personal details in any evidence produced for summative assessment. It is the learner’s responsibility to ensure that any evidence which includes another individual’s personal details is anonymised to comply with the Data Protection Act.

Units include a ‘Teaching content’ column to help those delivering the qualification. Where ‘e.g.’ has been used, these are suggestions for coverage. Where ‘i.e.’ has been used, these items must be covered in your teaching and in the assessment.

The whole assessment and moderation process can be carried out in MAPS. You can use MAPS to:
- set up your learners and group them into classes
- allocate units, with the evidence booklet attached, to classes or individual learners and set a deadline
- enable learners to create and store their evidence in MAPS
- enable learners to link their evidence to the allocated unit and submit it to their teacher for marking
- mark the learner’s work and provide them with feedback
- submit work for moderation within MAPS

You should only submit work to OCR for moderation once it has been marked, using the evidence checklist (e-checklist) or the Red Pen Tool in MAPS and confirming it meets all of the assessment criteria required by the unit(s) being submitted.

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

When you are satisfied that the learner has met all of the requirements for the unit, you must confirm the assessment process is complete:
- for paper submission – by signing the learner Evidence Booklet or the learner Evidence Checklist for the unit
- for submission by email - inserting the tutor’s name on the learner Evidence Booklet or the learner Evidence Checklist
- for submission by centre e-portfolio - inserting the tutor’s name on the learner Evidence Booklet or the learner Evidence Checklist
- for submission in MAPS - the tutor must make a centre declaration at the point of making the submission and does not need to submit the learner Evidence Booklet or the learner Evidence Checklist. See section 5.9 Evidence checklists in MAPS.

5.6 Witness statements/Tutor observation

A witness statement is used to support work or to support evidence sourced from confidential or sensitive material, e.g. personal information, information on individuals. It should not be used to evidence achievement of a whole unit.
Witness statements can be made verbally to the centre assessor, transcribed or recorded and submitted as evidence.

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

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

It is not appropriate for a witness statement to contain a list of the skills to which it relates. Witnesses must direct the information in the statements to describing what the learner did. The centre assessor will then judge whether the learner’s activities demonstrate they meet the standards.

Witness statements must 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 their relationship to the learner
- the witness’ signature and job title
- the witness’ contact details (such as telephone number).

5.7 Simulation activities

If learners are unable to carry out a task in a live situation, it may be possible to carry out the activity as a role-play in a simulated environment. Participants and props in the role-play must demonstrate realistic characteristics. For example while role-playing purchasing an item from a shop, it would be necessary to have realistic amounts i.e. 1p, 2p, 5p, 10p, 20p, 50p, £1, £2 coins and £5, £10, £20 notes in ‘toy’ money available for the task.

5.8 OCR Evidence Booklets

We have created Evidence Booklets for each unit and they are available to download from the qualification page of our website. These have been designed to cover all assessment criteria and evidence requirements contained within the units. As such, if these are fully completed no further evidence is required, unless you choose alternative evidence options (available in some units). The Evidence Booklets should be fully completed by the learner (except for witness statements), assessed and submitted to show that all the assessment criteria have been met. The use of this document is optional.

If you choose not to use the Evidence Booklets you must use the Candidate Evidence Checklists, which must be submitted with the learner’s unit evidence to show that all assessment criteria have been met.

The Evidence Booklets are attached to the units in MAPS so when you allocate units to classes or individual learners you are providing them with an electronic version of the Evidence Booklet. This
5.9 Evidence checklist in MAPS

If MAPS is used to support the assessment process then an evidence checklist within MAPS is used to show that all assessment criteria have been met and where the appropriate evidence can be found. This replaces the use of the Candidate Evidence Checklist.

5.10 Amount of evidence needed

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

The quality and breadth of evidence presented should enable the tutor to confirm the learner has the required knowledge, understanding and skills and satisfies all the assessment criteria and evidence requirements.

It is anticipated that your centre will create programmes of learning for learners to enable the completion of these units. This may generate additional items of evidence. Your centre is free to do this but should only include the specific evidence required for each unit submitted for moderation.

5.11 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.

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

Learners must not plagiarise. Plagiarism is the submission of another’s work as one’s own and/or failure to acknowledge a source correctly. Plagiarism is considered to be malpractice and could lead to the learner being disqualified. Plagiarism sometimes occurs innocently when learners are unaware of the need to reference or acknowledge their sources. It is therefore important that you ensure learners understand:

- the work they submit must be their own
- the meaning of plagiarism and what penalties may be applied.

Learners may refer to research, quotations or evidence but they must list their sources.

[If the qualification allows for learners to work in groups or with others, for example, in undertaking research, individual responses must be provided as part of any task outcomes.]

Please note: You must confirm to us that the evidence produced by learners is authentic. This is either by signing the Candidate Evidence Checklist or the Centre Authentication Form which includes a declaration for assessors to sign and is available from our website and Interchange.
Scribed work **must** be annotated with the scribe’s initials. If learners require a scribe, further guidance can be found in the JCQ document: *Access Arrangements and Reasonable Adjustments and Special Consideration 2014-2015*. The application form for reasonable adjustments is available to download from the JCQ website: [http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/forms/form-vq-ia](http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/forms/form-vq-ia).

Please note, where a learner has to complete evidence themselves in order to achieve the assessment criteria, for example by the completion of an application form, a scribe will not be permitted.

When submitting evidence for moderation in MAPS you will be required to make a centre declaration confirming the authenticity of the learner’s work. For this reason your centre should **also** hold a signed learner authentication statement for all learners submitting work in MAPS. However you don’t need to use the Candidate Evidence Checklist or Submission Cover Sheet if using MAPS.

### 5.12 Submitting claims

There are no specific deadlines for making certification claims; however, it is important only to make claims when you are confident that the requirements for the unit have been met.

Claims should not be made unless, in the opinion of your centre, the evidence meets the requirements for certification.

When using MAPS all electronic evidence is submitted directly within the system for moderation. See the user guides and video tutorials available in MAPS for more information.

If you are not using MAPS and learner portfolios contain electronic evidence that is greater than 10MB, e.g. digital recordings or other digital information, video footage, sound recordings, this **must** be submitted as a DVD and posted to the moderator. (If your centre uses e-portfolios, and you are prepared to provide login details to our moderator, we can moderate the learners’ e-portfolios remotely.)

#### 5.12.1 Postal submissions

When sending the work by post you **must** include:

- a printout of the full claim from Interchange
- a Submission Cover Sheet for each learner [which can be downloaded from our qualification page]
- all relevant evidence.

Your centre should:

- clarify any assessment queries with OCR before submitting claims for centre-assessed work.
- make sure that work for each claim is packaged separately.

You **must** send the work to the moderator within 24 hours of submitting the claim via Interchange.

You **should not** submit:

- Centre assessed units to the moderator unless your assessor is satisfied that all the necessary criteria for an award of the unit have been met by the learner.
Moderated assessment

- Please do not submit evidence in folders or plastic pockets. Please do staple them together in an appropriate order.

- Work for more than one claim in the same package.

**The moderation process must not be used as a means of obtaining a second opinion on assessment decisions.**

We recommend that you use a secure form of delivery to send the learners’ portfolios to your allocated moderator.

After submitting your learners work, the moderator will sample the centre’s assessment decisions. If the decisions are correct we will normally issue certificates 21 working days after your submission.

Please note we:

- **cannot take responsibility for any work lost in transit**

- **are unable to return learner work to your centre, so we strongly recommend that you take a copy before submitting evidence**

- **will not return originals or copies of portfolios. These will be destroyed after six months.**

5.12.2 Electronic submissions (email)

When sending the work electronically you **must** include:

- a copy of the full claim from Interchange

- a Submission Cover Sheet for each learner which can be downloaded from our qualification page

- all relevant evidence.

Your centre should clarify any assessment queries with OCR before making claims for centre assessed work.

You **must** make the work electronically accessible to the moderator within 24 hours of submitting the claim via Interchange.

You should **not** submit centre assessed units to the moderator unless your assessor is satisfied that all the necessary criteria for an award of the unit have been met by the learner.

**The moderation process must not be used as a means of obtaining a second opinion on assessment decisions.**

After submitting your learners work, the moderator will sample the centre’s assessment decisions. If the decisions are correct we will normally issue certificates 21 working days after your submission.

**Electronic submissions (email) - step-by-step guide**

To submit work electronically to your moderator you need the 4 digit OCR mailbox address e.g. ocremxxxx@ocr.org.uk.

When you make entries for the qualification, see section 7.3, we will send a letter to your named contact (usually your exams officer) with the name, postal address and OCR mailbox address of your assessor. If you are unable to locate this information please contact our
Moderated assessment

customer contact centre by phone: 024 76 851509 or by email at vocational.qualifications@ocr.org.uk

Learner evidence can be emailed direct to this address as soon as the unit(s) are claimed on Interchange.

The subject heading should include the centre number, scheme/entry code and claim number as indicated on Interchange. Each email should only contain the evidence of one claim number (see point [12 below/overleaf about size limitations]).

Follow these guidelines:

1. You need to include a copy of the whole claim from Interchange.

2. Create one folder for each learner and include:
   - the Submission Cover Sheet
   - the Candidate Evidence Checklist (if not using the OCR Evidence Booklets)
   - the relevant evidence files.

3. If you are submitting more than one unit, create a sub-folder for each unit and include the Submission Cover Sheet in the main folder. The Evidence Checklist where required should also be included in the sub-folder for each unit.

4. Ensure all files show evidence of the assessor's marking. If there are no errors on a print, tick or mark as 'no errors'.

5. Evidence can be scanned to show marking or a tracking/marking spreadsheet can be used.

6. If evidence is scanned, scan all pages the correct way (it is difficult to view pages on screen if they are scanned upside down). Also, scan prints in the correct sequence, as specified in the assignment.

7. We cannot accept accounts software files.

8. We accept any pdf, rar, zip, MS Office files (any version).

9. Size should be restricted to 10mb per email. If it is any larger, it should be split between emails and clearly labelled, e.g. email 1 of 2, email 2 of 2, etc.

10. Not all software packages are available to moderators; therefore, you can provide a screen shot of learner evidence and put it into a word document. For a graphics unit you should save images as a .jpg.

5.12.3 Submissions using e-portfolios

To submit work electronically to your moderator you need the 4 digit OCR mailbox address e.g. ocremxxxx@ocr.org.uk.

When you make entries for the qualification, see section 7.3, we will send a letter to your named contact (usually your exams officer) with the name, postal address and OCR mailbox address of your assessor. If you are unable to locate this information please contact our customer contact centre by phone: 024 76 851509 or by email at vocational.qualifications@ocr.org.uk

If your centre is using an e-portfolio to organise the learner’s work, you can email your moderator’s OCR mailbox, giving them login details and instructions on how to navigate around the site. It is
important to send the moderator this information each time you make a claim. The login details will also be required to make access available to other individuals, as advised by us, for quality assurance purposes. You must ensure that the work in the portfolio is accessible for a minimum of six months for quality assurance and in the event of a results enquiry. After this time the portfolios can be removed.

Follow these guidelines:

- Ensure that the Submission Cover Sheet, where used, the Evidence Checklist, if required, are included in the portfolio.

- You can use your own centre documentation for learner feedback; however, this cannot replace our documentation as detailed above.

- Ensure that final learner evidence is easy to find. Moderators will not have time to read through practice tasks in order to identify the final version.

- Ensure that all learner evidence for each unit is contained within the same folder.

Please follow the points in the section on Electronic Submissions:

- Feedback/marking of learner work can be submitted on a separate document.

- Size should be restricted to 10mb per file as otherwise it takes too long for the moderator to download.

N.B. The moderator’s OCR mailbox can only be used to send learner evidence or to advise about e-portfolio login and navigation. It must not be used to ask questions, or enter into any other dialogue. Supplementary information or explanations to the moderator must not be provided in the email.

For enquiries relating to these qualifications, contact our Customer Contact Centre by phone: 024 76 851509 or by email at vocational.qualifications@ocr.org.uk.

5.13 Submissions using MAPS

You use MAPS for the assessment process and to submit your learners’ work for moderation electronically. However, you should only submit work for moderation once it has been marked, using the evidence checklist (e-checklist) or the Red Pen Tool in MAPS and confirming it meets all of the assessment criteria required by the unit/s being submitted.

When you are ready to submit work for moderation in MAPS you will also need to make a claim. Each claim has a unique number that links the claim in Interchange with the work submitted in MAPS so both must contain the same combination of learners and unit/s. In MAPS unit/s can only be submitted for the same level at the same time, e.g. level 2 or level 3 but not both. Therefore any claim created in Interchange should be for unit/s at the same level only.

You don’t need to use the Candidate Evidence Checklist or the Submission Cover Sheets when submitting work in MAPS.

You do need to complete and retain a signed learner authentication statement for each learner submitting work in MAPS.

If you want to use unnamed unit or qualification entries the claim in Interchange can be completed directly from MAPS. If you want to use named unit or qualification entries the claim has to be completed in Interchange first before submitting work in MAPS.
In either scenario (unnamed or named unit or qualification entries) emails are sent from both Interchange and MAPS to your allocated moderator to inform them that there is a claim to be processed in Interchange and work to be moderated in MAPS. It is important that if using named unit or qualification entries the work is submitted in MAPS immediately after the claim has been created in Interchange and that they contain the same combination of learners and unit/s.

5.14 External moderation – how it works

Learner work is submitted to the allocated OCR moderator who will moderate your centre assessment decisions in order to ensure that standards are being met. This is achieved through systematic sampling. The assessment decisions of each centre assessor submitting work will be sampled.

The moderation works on a process of sampling. If we identify any errors in your assessment decisions we then check that decision against all of your learners. This system is well established as a highly accurate method of moderation. If, however, substantial errors are found in your assessment, the accuracy of the sampling procedure may become questionable, in which case we extend the sample and will potentially moderate all evidence within the claim.

A sanction will be applied where the work submitted does not meet the required standards. Any units which have not met the standards will be withdrawn.

The moderator will complete a centre feedback report for the claim; this will be available to view on Interchange, unless the whole claim is withdrawn. If our moderator has withdrawn the whole claim, rather than just individual learners, we will send you the report directly (not via Interchange). If your centre assessment is satisfactory, arrangements will be made for certification.

If a moderator is unable to process a unit because work is missing, or it has not been claimed on Interchange, or the documentation is incorrect, a Centre Request Letter is forwarded to your centre by OCR Operations. You should provide the information on receipt of this letter so that moderation can take place. If you do not respond promptly it may result in withdrawal of all or part of the claim. A delayed response may also result in certificates not being received within the published timescales.

If the unit is withdrawn a new claim will need to be made when the evidence is re-submitted. Please note we will not return originals or copies of portfolios. They will be retained for six months for quality assurance purposes or for reference in the event of a results enquiry. After this time the portfolios will be destroyed.

Moderators are not permitted to enter into direct contact with your centre. Under no circumstances must your centre attempt to contact your moderator in any way other than through posting or emailing learner work to the address provided to them by OCR. Any queries concerning the units or assessment must be directed to vocational.qualifications@ocr.org.uk or contact us by phone on 024 76 851509.
5.15 Centre feedback reports

Once moderation is complete, the moderator will produce a centre feedback report for each claim. This form is a multi-purpose document which is used to:

- record any adjustments to your centre’s assessment or administration
- provide feedback to your centre on possible issues with your centre’s assessment or administration.

To view the report, log in to Interchange. Hover over ‘Centre information’ and then click on ‘examiner-moderator reports’.

The content of this report is intended to be a constructive and essential part of the standardisation process designed to ensure consistent assessment nationally. This report will detail any changes to the results awarded by your centre, giving reasons and providing examples where appropriate. If your centre assessment is satisfactory, arrangements will be made for certification.

Where several claims have been submitted for the same scheme code, on the same day, a single report may cover all claims.

5.16 Centre malpractice guidance

It is the responsibility of the Head of Centre\(^1\) to report (in writing) all cases of suspected malpractice involving centre staff or learners. A Joint Council of Qualifications (JCQ) Report of Suspected Malpractice form (JCQ/M1), which is available to download from the JCQ website, should be completed and emailed to malpractice@ocr.org.uk.

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

Further information is contained in the publication: OCR Malpractice Procedures - A Guide for Centres and the JCQ publication: General and Vocational Qualifications – Suspected Malpractice in Examinations and Assessments which is available from www.jcq.org.uk.

\(^1\) The Head of Centre is defined as the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, e.g. the Principal of a College, the Head Teacher of a school, the Managing Director of a Private Training Provider or the Group Training Manager of a major company.
6 Support

6.1 Free resources

The following materials are available on our website:

- Assessment documents:
  - Unit Specifications
  - OCR Evidence Booklets, includes witness statement
  - Evidence Requirements for centre assessors
  - Record of achievement
  - Submission cover sheet
  - Candidate Evidence Checklists (only used if not using the OCR Evidence Booklets)

- MAPS documents (available in the Help section in MAPS when you login):
  - Student and teacher user guides
  - Video tutorials. Assessment documents for use in learners' assessment records.

- Support materials
  - new resources which include a delivery guide and lesson elements for each unit.

6.2 Interchange

Interchange has been designed to help you to carry out day-to-day administration functions online, quickly and easily. The site allows you to [buy learner entries, make claims, see the progress of your claims and read centre feedback]. In addition, you will have immediate and free access to learner information. Sign up at www.ocr.org.uk/ocr-for/exams-officers/interchange/.

6.3 Professional Development Programme

We are constantly looking for ways to improve the support we offer to tutors and to make our professional development programme more accessible and convenient to all.

To find out more about our Professional Development Programme, please visit our website at http://www.ocr.org.uk/i-want-to/professional-development/.
6.4 Documents referred to in this handbook

Our publications:

- Admin Guide: Vocational qualifications
- Making entries for vocational qualifications via Interchange
- Making online claims for vocational qualifications
- Fees list.

Joint Council of Qualifications (JCQ) publications at www.jcq.org.uk
- Access Arrangements and Reasonable Adjustments
- Instructions for Conducting Examinations
- Suspected Malpractice in Examinations and Assessments.

Ofqual Regulatory documents at ofqual.gov.uk/how-we-regulate/regulatory-documents/
7 Administration

7.1 Overview of full process

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

For detailed information on the administration process you must refer to our Admin guide: Vocational qualifications.

7.1.1 Administration flowchart for moderated qualifications

- Apply for centre approval
  Complete the approval form

- Make entries
  Using Interchange

- Submit certification claim on Interchange

- Submit learners’ work to the examiner-moderator

- Examiner-moderator moderates learners’ work

- Examiner-moderator authorises certification if appropriate

- OCR issues certificates
  OCR publishes electronic results and sends the appropriate unit and full award certificates

- Issue certificates to learners
  You issue all certificates to learners
7.2 How to apply for centre approval

Your centre can either complete and submit the electronic Centre Approval Form available on our website or download the form and return the paper version to OCR Operations.

If you have any queries about centre approval contact our Customer Contact Centre on 024 7685 1509.

7.3 Making entries

7.3.1 Entry codes

You can enter learners for the full qualification or individual units using the following qualification entry codes:

<table>
<thead>
<tr>
<th>OCR entry code</th>
<th>Title</th>
<th>Qualification number</th>
</tr>
</thead>
<tbody>
<tr>
<td>10399</td>
<td>Entry Level 3 Award in Employability Skills</td>
<td>601/5339/8</td>
</tr>
<tr>
<td>10400</td>
<td>Entry Level 3 Certificate in Employability Skills</td>
<td>601/5340/4</td>
</tr>
<tr>
<td>10401</td>
<td>Level 1 Award in Employability Skills</td>
<td>601/5341/6</td>
</tr>
<tr>
<td>10402</td>
<td>Level 1 Certificate in Employability Skills</td>
<td>601/5342/8</td>
</tr>
<tr>
<td>10403</td>
<td>Level 2 Award in Employability Skills</td>
<td>601/5343/X</td>
</tr>
<tr>
<td>10404</td>
<td>Level 2 Certificate in Employability Skills</td>
<td>601/5344/1</td>
</tr>
</tbody>
</table>

The units and any supporting documentation for these qualifications can be found on our website.

7.3.2 Making entries for moderated qualifications/units

Centres must be approved to offer these qualifications in order to make entries. We recommend your centre applies to become an approved centre well in advance of making your first entries.

Entries must be made via Interchange - OCR’s secure extranet facility. For full details of the process see Making entries for vocational qualifications via Interchange.

Learners should be entered for the full award (qualification) or individual units; they should not be entered for both.

Options for learner entry:

- Full award entry – Where learners intend to complete the whole qualification, rather than just individual units, they can be entered for the full award. This is often a more cost-effective way of making entries. However if the learner does not complete the full award, the remaining units cannot be transferred to another learner. Following qualification achievement, if a learner wishes to progress to the next size of qualification, e.g. from an Award to a
Certificate, you could buy additional units or a full award entry. Please see the Fees list for qualification and unit fees.

- Unit entry – Learners can build their qualification unit by unit. This entry route may be useful if your centre is unsure whether a learner is intending to complete the full qualification.

**Route for making entries:**

- Named entry – You provide specific learner information, e.g. name and date of birth, for each unit or qualification. The advantage of named entry is that any materials we supply are personalised, requiring less manual work later.

- Unnamed entry – This allows you to order a number of units or qualifications in bulk, without specifying who will be taking them. Although this increases the flexibility of the administration, it may increase the administrative burden later in the process, as you still have to provide the specific learner information.

Centres must have made an entry for a qualification or a unit in order for us to provide your OCR moderator’s details.

### 7.4 Unique Learner Numbers (ULN) and the Personal Learning Record (PLR)

Ofqual requires Awarding Organisations to capture the Unique Learner Number (ULN) for all learners who have claimed certification for any of these qualifications. It is also a condition of funding that all learners that claim certification for publically funded qualifications must have a valid ULN.

The Personal Learning Record (PLR) is a permanent, online record of a learner’s qualifications and achievements and supports Credit Accumulation and Transfer (CAT). Each unit and qualification in the Qualifications and Credit Framework (QCF) has a credit value. The PLR enables learners to accumulate a record of their achievements within one place and supports the transfer of credit for these units between learning providers and awarding organisations, therefore supporting learners to gain full qualifications.

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.

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.

Further information about this can be found in the Admin guide: Vocational qualifications and at the Learner Records Service.

### 7.5 How to make certificate claims

All claims should be carried out via OCR Interchange. For full details of the process see Making online claims for vocational qualifications.

Please note that for postally examined/moderated qualifications the work must be sent to the examiner-moderator within 24 hours of the claim being made on Interchange.
Where learners achieve the qualifications/units we will issue certificates 21 working days after you submit your learner work to the examiner moderator.

7.6 Enquiries about results

Please refer to the Admin guide: Vocational qualifications.
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 the unit reference number(s), and
- a certificate stating the full qualification title and the qualification number.

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

8.1 Claiming certificates

Certificates will be issued directly to your centre for successful learners. In order to ensure that these are automatically issued, you must ensure that the OCR learner number is always used where a learner has already achieved one or more units. See the Admin guide: Vocational qualifications for full details.

For details on how to make online claims for QCF qualifications see the step-by-step guide; Making online claims for vocational qualifications.

8.2 Multiple certificates recognising learner achievement

Your centre may receive certificates for qualifications that are part of a suite the learner has not been entered for. For example, a learner entered for and achieving a Certificate qualification, will also receive the Award and Certificate as they achieve the required units.

As your centre claims units for one of these qualifications, our system will, for each learner, validate the combination of units matching the rule of combination for this qualification.

In the process we will also check against the OCR learner number:

- for OCR qualifications/units already claimed and if these contribute to this qualification
- to identify if this claim contributes to the achievement of the rule of combination for other OCR qualifications.

If this is the case certificates will be automatically generated to recognise the learner’s achievement.

8.3 Replacement certificates

For details on replacement certificates see the Admin guide: Vocational qualifications.
9 Other information

9.1 Functional skills

Work undertaken for these qualifications may help to prepare learners for functional skills assessment and these opportunities have been signposted in the unit specifications and in the Delivery Guides for each unit available on the OCR website. It is likely however that further training would be needed to fully prepare learners for functional skills assessment.

9.2 Avoidance of bias

We have taken great care in the preparation of these qualifications to avoid bias of any kind. Special focus is given to the nine strands of the Equality Act with the aim of ensuring both direct and indirect discrimination is avoided.

9.3 Regulatory requirements

These qualifications comply with Ofqual’s General Conditions of Recognition and Ofqual’s Regulatory Arrangements for the Qualifications and Credit Framework (Ofqual, August 2008).

These qualifications have been regulated by Ofqual for delivery in England and Northern Ireland during the life of the qualifications and approved by the Welsh Government for use by centres in Wales.

Ofqual regulates qualifications, examinations and assessments in England and vocational qualifications in Northern Ireland. It does not regulate degrees.

CCEA regulates non-vocational qualifications in Northern Ireland.

The Welsh Government regulates qualifications, examinations and assessments in Wales. It does not regulate degrees.

9.4 Language

These qualifications and any associated assessment materials are in English only. Only answers provided in English will be assessed.

9.5 Mode of delivery

You are free to deliver these qualifications using any mode of delivery that meets the needs of your learners. Whatever mode of delivery is used, you must ensure that learners have appropriate access to the resources identified in this handbook and units.
You 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 your staff.

We do not specify the mode of study or a time limit for the achievement of these qualifications other than the last entry/last certification dates. We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual’s register of accredited qualifications and our last entry/certification notification.

9.6 Centre resources and requirements

Your centre should ensure that appropriate resources are made available to learners and that they have opportunities to experience real work/work placement/job interview scenarios where possible, or that adequate simulations are created.

Your centre must provide appropriate assessment facilities for learners that comply with our regulations stated in the Admin guide: Vocational qualifications and the JCQ Instructions for Conducting Examinations.

9.7 Delivery in Wales and Northern Ireland

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

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

9.8 Recognition of Prior Learning (RPL)

Within the QCF, recognition of prior learning (RPL) is defined as 'A method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.' (Regulatory arrangements for the Qualifications and Credit Framework Ofqual). We encourage the use of RPL and you should advise your 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 you make it clear to your learners that the RPL process is concerned with how the learner has acquired the knowledge, understanding or skills; it does not mean the learner is exempt from the assessment.

The currency of knowledge and ability is often important when recognising skills and competencies. 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.
9.9 Access arrangements and special consideration

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

It is important that your centre identifies 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 one which is shared between OCR and your centre. Centre staff should consult the Joint Council of Qualifications’ (JCQ) booklet Access Arrangements and Reasonable Adjustments at www.jcq.org.uk.

You should also refer to this document for learners who require a post-examination adjustment (special consideration) to reflect temporary illness, indisposition or injury at the time the assessment was taken.

For further guidance on access arrangements and special consideration refer to the Admin guide: Vocational qualifications.

9.10 Wider issues

These qualifications provide opportunities for you to develop learners’ understanding of wider issues: spiritual, moral, ethical, social, legislative, economic and cultural issues as well as an awareness of sustainable development, health and safety considerations and European developments consistent with international agreements.

9.10.1 Spiritual, moral, ethical, social, legislative, economic and cultural issues

Tutors delivering a programme of learning leading towards these qualifications will have opportunities to develop learners’ understanding, for example through:

• Units 2, 10, 15: learners will be expected to understand issues surrounding debt, and the impact of debt. They will have the opportunity to consider the moral, legal and social consequences of getting into debt.

• Units 13, 18: learners will explore the behaviours expected within the workplace, including consideration for colleagues, their attitude to time keeping, and working safely and sensibly.

• Units 3, 11, 16: learners will be encouraged to think about how they portray themselves in an interview situation, and some of the various skills and techniques of social interaction which are used in this formal situation.

• Units 5, 12, 17: learners have the opportunity to explore the different methods of providing personal information, and to consider the various contexts in which it is required – including when the disclosure of information may not be appropriate.

• Unit 7: learners will be expected to understand that in their interaction with others in the workplace, they will need to demonstrate qualities and values such as respect for others and good customer service, and that some behaviours such as bullying, discrimination, and drug and alcohol abuse are unacceptable and lead to serious consequences.
9.10.2 Sustainable development, health and safety considerations and European developments, consistent with international agreements

Tutors delivering a programme of learning leading towards these qualifications will have opportunities to develop learners’ understanding, for example through:

- Units 7/13/18: learners have the opportunity to consider various methods of travel to a work placement, and could include consideration of the environmental impact of their choice.

- Unit 8: learners are expected to consider different types of work in their local area, and the main employers, and this could include a consideration of the nature of such employment and its impact on the local environment, and whether this type of activity is sustainable.
10 Contacting us

10.1 Customer feedback and enquiries

If you have any comments or enquiries about the qualifications in this handbook you can contact one of our customer contact advisers. You can:

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

email: vocational.qualifications@ocr.org.uk

telephone: 024 76 851509
fax: 024 76 421944

You could also visit our website at www.ocr.org.uk for further information about our qualifications.

10.2 Complaints

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

If you are not satisfied with a product or service we have provided please follow the process set out in our complaints policy.

You can:

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

email: complaints@ocr.org.uk

Contact our Customer Contact Centre on:

telephone: 024 76 851509
fax: 024 76 421944


# 11 Qualification summary

## 11.1 OCR Entry Level 3 Award in Employability Skills summary

<table>
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<tr>
<th>OCR entry code</th>
<th>Qualification number (QN)</th>
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<tbody>
<tr>
<td>10399</td>
<td>601/5339/8</td>
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<table>
<thead>
<tr>
<th>Approved age group</th>
<th>Pre-16</th>
<th>16-18</th>
<th>18+</th>
<th>19+</th>
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<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
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**This qualification is suitable for**

- learners studying in preparation for employment in any sector
- learners studying for career development and who are already in employment
- learners wishing to gain an Entry Level qualification to support further study in FE in any other sector or subject area

**Entry requirements**

There are no formal entry requirements for this qualification.

**Credit requirement**

You need 9 credits to achieve the full qualification.

6 credits must be taken at Entry Level 3; the remaining 3 credits can come from any level.

**Assessment model**

This qualification is internally assessed by your assessors and quality assurance personnel (e.g. teachers, tutors) and externally moderated by OCR.

The methods of moderation available are:

- OCR MAPS e-portfolio
- postal moderation
- submission by email
- centre e-portfolio

**Last date to enter learners**

This is the operational end date for the qualification.

We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual’s register of accredited qualifications and our [last entry/certification notification](#).
## 11.2 OCR Level 1 Award in Employability Skills summary

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**This qualification is suitable for**
- learners studying in preparation for employment in any sector
- learners studying for career development and who are already in employment
- learners wishing to gain a Level 1 qualification to support further study in FE in any other sector or subject area

**Entry requirements**
There are no formal entry requirements for this qualification.

**Credit requirement**
You need 9 credits to achieve the full qualification.
6 credits must be taken at Level 1; the remaining 3 credits can come from any level.

**Assessment model**
This qualification is internally assessed by your assessors and quality assurance personnel (e.g. teachers, tutors) and externally moderated by OCR.
The methods of moderation available are:
- OCR MAPS e-portfolio
- postal moderation
- submission by email
- centre e-portfolio

**Last date to enter learners**
This is the operational end date for the qualification.
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11.3 OCR Level 2 Award in Employability Skills summary

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<th>18+</th>
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</table>

**This qualification is suitable for**
- learners studying in preparation for employment in any sector
- learners studying for career development and who are already in employment
- learners wishing to gain a Level 2 qualification to support further study in FE in any other sector or subject area

**Entry requirements**
There are no formal entry requirements for this qualification.

**Credit requirement**
You need 9 credits to achieve the full qualification.
6 credits must be taken at Level 2; the remaining 3 credits can come from any level.

**Assessment model**
This qualification is internally assessed by your assessors and quality assurance personnel (e.g. teachers, tutors) and externally moderated by OCR.

The methods of moderation available are:
- OCR MAPS e-portfolio
- postal moderation
- submission by email
- centre e-portfolio

**Last date to enter learners**
This is the operational end date for the qualification.
We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual’s register of accredited qualifications and our [last entry/certification notification](#).
### 11.4 OCR Entry Level 3 Certificate in Employability Skills summary

| OCR entry code | Qualification number (QN) |  |
|----------------|---------------------------|
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<td>18+</td>
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<td>19+</td>
<td>Yes</td>
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</table>

**This qualification is suitable for**
- learners studying in preparation for employment in any sector
- learners studying for career development and who are already in employment
- learners wishing to gain an Entry Level qualification to support further study in FE in any other sector or subject area

**Entry requirements**
There are no formal entry requirements for this qualification.

**Credit requirement**
You need 15 credits to achieve the full qualification.

9 credits must be taken at Entry Level 3; the remaining 6 credits can come from any level.

**Assessment model**
This qualification is internally assessed by your assessors and quality assurance personnel (e.g. teachers, tutors) and externally moderated by OCR.

The methods of moderation available are:
- OCR MAPS e-portfolio
- postal moderation
- submission by email
- centre e-portfolio

**Last date to enter learners**
This is the operational end date for the qualification.

We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our [last entry/certification notification](#).
11.5 OCR Level 1 Certificate in Employability Skills summary

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This qualification is suitable for:
- learners studying in preparation for employment in any sector
- learners studying for career development and who are already in employment
- learners wishing to gain a Level 1 qualification to support further study in FE in any other sector or subject area

Entry requirements
There are no formal entry requirements for this qualification.

Credit requirement
You need 15 credits to achieve the full qualification.
9 credits must be taken at Level 1; the remaining 6 credits can come from any level.

Assessment model
This qualification is internally assessed by your assessors and quality assurance personnel (e.g. teachers, tutors) and externally moderated by OCR.
The methods of moderation available are:
- OCR MAPS e-portfolio
- postal moderation
- submission by email
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Last date to enter learners
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# 11.6 OCR Level 2 Certificate in Employability Skills summary

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