

OCR Level 2 Cambridge Technical Certificate in IT

OCR Level 2 Cambridge Technical Extended Certificate in IT

OCR Level 2 Cambridge Technical Diploma in IT

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# 1 Qualification overview

Details of the entry codes for Cambridge Technical qualifications will be provided in the *Admin guide: Cambridge Technical Qualifications*.

<b>Title</b>	OCR Level 2 Cambridge Technical Certificate in IT			
<b>Qualification Number (QN)</b>	600/4219/9			
<b>Age group approved</b>	Pre-16	16-18	18+	19+
		✓	✓	✓
<b>This qualification is suitable for</b>	<ul style="list-style-type: none"> <li>• Learners studying in preparation for employment in IT</li> <li>• Learners wishing to gain a Level 2 qualification to support further study in Further Education (FE) and Higher Education (HE) in IT</li> <li>• Learners wishing to gain a Level 2 qualification to support further study in FE or Higher Education (HE) in any other sector or subject area</li> </ul>			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification.			
<b>Credit requirement</b>	Minimum 15 credits			
<b>Structure and options</b>	total credit from mandatory unit 1	5		
	minimum credit from optional units	10		
<b>Assessment model</b>	<p>This qualification is graded Pass, Merit, Distinction, Distinction*.</p> <p>This qualification is internally assessed by appropriately qualified centre assessors and quality assurance personnel (e.g. tutors, support workers, carers) and externally moderated by OCR Visiting Moderators.</p>			

<b>Title</b>	OCR Level 2 Cambridge Technical Extended Certificate in IT			
<b>Qualification Number (QN)</b>	600/4225/4			
<b>Age group approved</b>	Pre-16	16-18	18+	19+
		✓	✓	✓
<b>This qualification is suitable for</b>	<ul style="list-style-type: none"> <li>• Learners studying in preparation for employment in IT</li> <li>• Learners wishing to gain a Level 2 qualification to support further study in Further Education (FE) and Higher Education (HE) in IT</li> <li>• Learners wishing to gain a Level 2 qualification to support further study in FE or Higher Education (HE) in any other sector or subject area</li> </ul>			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification.			
<b>Credit requirement</b>	Minimum 30 credits			
<b>Structure and options</b>	total credit from mandatory units 1 and 2	10		
	minimum credit from optional units	20		
<b>Assessment model</b>	<p>This qualification is graded Pass, Merit, Distinction, Distinction*.</p> <p>This qualification is internally assessed by appropriately qualified centre assessors and quality assurance personnel (e.g. tutors, support workers, carers) and externally moderated by OCR Visiting Moderators</p>			

<b>Title</b>	OCR Level 2 Cambridge Technical Diploma in IT			
<b>Qualification Number (QN)</b>	600/4222/9			
<b>Age group approved</b>	Pre-16	16-18	18+	19+
		✓	✓	✓
<b>This qualification is suitable for</b>	<ul style="list-style-type: none"> <li>• Learners studying in preparation for employment in IT</li> <li>• Learners wishing to gain a Level 2 qualification to support further study in Further Education (FE) and Higher Education (HE) in IT</li> <li>• Learners wishing to gain a Level 2 qualification to support further study in FE or Higher Education (HE) in any other sector or subject area</li> </ul>			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification.			
<b>Credit requirement</b>	Minimum of 60 credits			
<b>Structure and options</b>	total credit from mandatory units 1 and 2	10		
	minimum credit from optional units  A specialist pathway is available for this qualification.	50		
<b>Assessment model</b>	This qualification is graded Pass, Merit, Distinction, Distinction*.  This qualification is internally assessed by appropriately qualified centre assessors and quality assurance personnel (e.g. tutors, support workers, carers) and externally moderated by OCR Visiting Moderators			

## 2 Introduction

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

<b>Title</b>	<b>Qualification Number</b>
<b>OCR Level 2 Cambridge Technical Certificate in IT</b>	<b>600/4219/9</b>
<b>OCR Level 2 Cambridge Technical Extended Certificate in IT</b>	<b>600/4225/4</b>
<b>OCR Level 2 Cambridge Technical Diploma in IT</b>	<b>600/4222/9</b>

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

The information provided in this handbook is correct at the time of production. Occasionally OCR may update this information. Please refer to the qualification webpages for details regarding updates.

It is important that centre staff involved in the delivery of the above have access to and understand the requirements laid down in this handbook.

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

## 2.1 Funding

These qualifications are regulated in the Qualifications and Credit Framework and are eligible for funding.

	16-18 LR <sup>1</sup>			Adult LR		ER <sup>2</sup> Other	
	PWF <sup>3</sup>	Value (SLN <sup>4</sup> GLH)	SSF <sup>5</sup> Value (SLN GLH)	PWF	Value (SLN GLH)	PWF	Value (SLN)
L2 Certificate IT	B (1.12)	90	90	C (1.3)	90	C (1.3)	0.2
L2 Extended Certificate IT	B (1.12)	180	180	C (1.3)	180	C (1.3)	0.4
L2 Diploma IT	B (1.12)	450	450	C (1.3)	450	C (1.3)	0.8
L3 Certificate IT	B (1.12)	180	180	C (1.3)	180	C (1.3)	0.4
L3 Introductory Diploma IT	B (1.12)	450	450	C (1.3)	450	C (1.3)	0.8
L3 Subsidiary Diploma IT	B (1.12)	540	540	C (1.3)	540	C (1.3)	1.2
L3 Diploma IT	B (1.12)	720	720	C (1.3)	720	C (1.3)	1.6
L3 Extended Diploma IT	B (1.12)	1080	1080	C (1.3)	1080	C (1.3)	2.4

For further details funding and learner eligibility please refer to the following websites:

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

[Education Funding Agency](#) for public funding information for 16-19 learners in England

[Skills Funding Agency](#) for public funding information for 19+ learners in England

DAQW – Database of Approved Qualifications [www.daqw.org.uk](http://www.daqw.org.uk) for public funding in Wales

Department for Employment and Learning [www.delni.gov.uk](http://www.delni.gov.uk) and Department of Education [www.deni.gov.uk](http://www.deni.gov.uk) for public funding in Northern Ireland.

The Qualification Number (QN) should be used by centres when they wish to seek public funding for their candidates. Each unit within a qualification will also have a QCF unit code.

The information above was correct at the time of going to print, providers should refer to the [Learning Aim Reference Application \(LARA\)](#) for the latest programme weighting factors and funding values

If you have any queries regarding funding for this qualification please contact OCR by email at [funding@ocr.org.uk](mailto:funding@ocr.org.uk).

<sup>1</sup> LR = Learner Responsive (classroom)

<sup>2</sup> ER = Employer Responsive (workplace)

<sup>3</sup> PWF = Programme Weighting Factor

<sup>4</sup> SLN = Standard Learner Number

<sup>5</sup> SSF = School Sixth Form



## 2.2 Guided learning hours

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Each unit is allocated a number of guided learning hours (glh) which indicates the approximate number of hours for supervised or directed study time and assessment. Information on unit glh is given in [Qualification structures and entry requirements](#).

## 2.3 Performance figures

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For information on these qualifications' contribution to performance measurement please see Ofqual's [Register of Regulated Qualifications](#).

## 2.4 Unique Learner Number (ULN)

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If any of these qualifications are to be used as Additional or Specialist Learning towards the Diploma then it is an Ofqual requirement that Awarding Bodies must capture the Unique Learner Number (ULN) for all learners who have claimed certification. Where a learner has a ULN, you should enter their number in the ULN field of the entry form. 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 Diploma Aggregation Service. Further information about this can be found in the [Admin guide: Vocational Qualifications](#) (A850).

## 2.5 Supporting OCR learners

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Centres should ensure that 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.

Centre staff should provide guidance to learners on the assessment process and help learners prepare for assessment. Full details on how the units are assessed are in sections [Qualification structures and entry requirements](#) and [Assessment](#).

## 2.6 Administration arrangements for these qualifications

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A separate publication, the *Admin guide: Cambridge Technical Qualifications*, provides full details of the administration arrangements for these qualifications.

# 3 Qualification structures and entry requirements

## 3.1 About these qualifications

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These qualifications:

- are high quality and nationally recognised
- are vocationally-related
- are credit-based
- support development of Key Skills, Functional Skills, Essential Skills
- relate to national occupational standards (NOS)
- are regulated in the Qualifications and Credit Framework (QCF)
- appear on the Register of Regulated Qualifications <http://register.ofqual.gov.uk/>.

They provide valuable opportunities for learners to:

- develop skills
- gain underpinning knowledge and understanding
- provide progression to further study in FE or Higher Education (HE)
- improve employability.

## 3.2 Aims and Objectives

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The Cambridge Technical qualifications offer opportunities to develop skills demanded by employers in the UK today.

These qualifications and units are in the Qualifications and Credit Framework. The structure of the qualifications enables learners to gain qualifications at their own pace and build on their achievements.

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

These qualifications offer learners the opportunity for a programme of study to prepare for further learning or training and develop knowledge and skills in a subject area that interests them with the aim of enhancing their employability. They are also suitable for learners who wish to move into different areas of employment or develop their knowledge and skills as part of their continual professional development (CPD).

Learners may wish to extend their programme of learning through the study of general qualifications such as GCE, GCE AS or other related/appropriate vocational qualifications, for example OCR Level 3 Diploma in Creative and Digital Media Competence (03364).

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

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

The Cambridge Technical qualifications have been developed to provide learners with:

- the opportunity to develop essential knowledge, transferable skills and personal skills necessary for further education and/or employment
- continual professional development for employees in the sector
- the opportunity to achieve a nationally recognised vocational qualification.

### 3.3 Entry requirements

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These qualifications are available to anyone who is capable of reaching the required standards. They have been developed free from any barriers that restrict access or progression thereby promoting equal opportunities.

There are no formal requirements for entry to these qualifications.

All centre 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 as learners for one of these qualifications.

## 3.4 Recognition of Prior Learning

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Within the QCF, recognition of prior learning (RPL) is defined as 'A method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.' (Regulatory arrangements for the Qualifications and Credit Framework Ofqual/08/3726). OCR encourages the use of RPL and centres should advise their learners that they can bring forward any relevant learning (gained either informally or formally) so that it can be assessed against the assessment criteria specified in the unit, or units, the learner aims to complete. It is important that centres make it clear to their learners that the RPL process is concerned with how the learner has acquired the knowledge, understanding or skills; it does not mean the learner is exempt from the assessment.

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

## 3.5 Progression into employment

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These qualifications are designed to enable learners to enter employment at an operative or trainee level within a wide range of Information and Communication Technology environments. Such learners would normally enter employment through a work-related training programme.

For example, a learner achieving an OCR Level 2 Cambridge Technical Certificate in IT may:

- enter employment
- enter employment and undertake a related qualification at a level appropriate to the job role
- enter employment and undertake other related occupational qualifications.

## 3.6 Progression into further qualifications

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These qualifications have been designed to develop the skills, knowledge and understanding required to enable progression to and from qualifications along the vertical and horizontal planes in the Qualifications and Credit Framework (QCF) and from the National Qualifications Framework (NQF).

## 3.7 Qualification structure and rules of combination

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

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

The rules of combination for the qualification specify the:

- minimum credit value to be achieved
- mandatory unit credit
- optional unit credit
- specialist pathway credit (OCR Level 2 Cambridge Technical Diploma in IT)

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

### 3.7.1 Table of units for OCR Level 2 Cambridge Technical Certificate, Extended Certificate, Diploma in IT

The following table contains the list of Level 2 units. The units are available to download from the OCR website.

OCR Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
1	Communicating in the IT industry	K/601/3192	5	2	30
2	Working in the IT industry	J/601/3202	5	2	30
3	Business IT skills	T/601/5012	10	2	60
4	Installing computer hardware	T/601/3261	10	2	60
5	Installing computer software	J/601/3264	10	2	60
6	Setting up an IT network	M/601/3274	10	2	60
7	IT support	F/601/3277	10	2	60
8	IT fault diagnosis and remedy	K/601/3287	10	2	60
9	Website development	A/601/3245	10	2	60
10	Computer graphics	H/601/5801	10	2	60
11	Multimedia design	L/601/3296	10	2	60
12	Presenting information using IT	D/601/5828	10	2	60
13	Interactive media production	Y/600/6514	10	2	60
14	Computer systems	H/601/3255	10	2	60
15	Supporting organisations with IT	A/601/3391	10	2	60
16	Project planning using IT	A/601/3259	10	2	60
17	Customising software	M/601/3405	10	2	60
18	IT security	J/601/4057	10	2	60
19	Mobile communications technology	H/601/3398	10	2	60
20	Database systems	R/601/3400	10	2	60
21	Doing business online	Y/601/5083	10	2	60
22	Developing computer games	Y/601/3348	10	2	60
23	Spreadsheet modelling	K/601/5816	10	2	60
24	Animation techniques	M/600/6521	10	2	60

### 3.7.2 Rules of combination for OCR Level 2 Cambridge Technical Certificate in IT

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To achieve this qualification a learner must achieve the following:

minimum credit of	15
total credit from mandatory unit 1	5
minimum credit from optional units	10
specialist pathway	N/A

### 3.7.3 Rules of combination for OCR Level 2 Cambridge Technical Extended Certificate in IT

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To achieve this qualification a learner must achieve the following:

minimum credit of	30
total credit from mandatory units 1 and 2	10
minimum credit from optional units	20
specialist pathway	N/A

### 3.7.4 Rules of combination for OCR Level 2 Cambridge Technical Diploma in IT

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To achieve this qualification a learner must achieve the following:

a minimum credit of	60
total credit from mandatory units 1 and 2	10
Minimum Credit from Optional units	50
Specialist pathway	Units can be selected from the non-specialist pathway or a specialist pathway; see table below.

**Learners who achieve the minimum 50 credits from optional units which appear in both the Business User and the Technical pathway will receive a certificate endorsed with both specialist pathways.**

OCR Unit No	Unit title	Unit Reference No (URN)	Non-specialist pathway	Specialist pathways		
				Creative	Business User	Technical
1	Communicating in the IT industry	K/601/3192	M	M	M	M
2	Working in the IT industry	J/601/3202	M	M	M	M
3	Business IT skills	T/601/5012	X		X	
4	Installing computer hardware	T/601/3261	X			X
5	Installing computer software	J/601/3264	X			X
6	Setting up an IT network	M/601/3274	X			X
7	IT support	F/601/3277	X			X
8	IT fault diagnosis and remedy	K/601/3287	X			X
9	Website development	A/601/3245	X	X		X
10	Computer graphics	H/601/5801	X	X	X	
11	Multimedia design	L/601/3296	X	X	X	
12	Presenting information using IT	D/601/5828	X	X	X	X
13	Interactive media production	Y/600/6514	X	X		
14	Computer systems	H/601/3255	X			X
15	Supporting organisations with IT	A/601/3391	X		X	X
16	Project planning using IT	A/601/3259	X	X	X	X
17	Customising software	M/601/3405	X			X
18	IT security	J/601/4057	X			X
19	Mobile communications technology	H/601/3398	X			X
20	Database systems	R/601/3400	X		X	X
21	Doing business online	Y/601/5083	X		X	X
22	Developing computer games	Y/601/3348	X	X		X
23	Spreadsheet modelling	K/601/5816	X		X	
24	Animation techniques	M/600/6521	X	X		

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



# 4 Centre assessor and quality assurance personnel requirements

## 4.1 Centre assessment personnel requirements

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The occupational expertise of those undertaking the roles of assessment and internal quality assurance is one of the key factors underpinning valid, fair and reliable assessment. The integrity of assessments and quality assurance is of paramount importance.

The assessment centre must:

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

## 4.2 Centre Assessors

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Assessment is an activity that can be performed by a dedicated individual or as part of an individual's wider role. An assessor may be the candidate's tutor or another person accountable to the centre for the assessment of evidence presented by the candidate. An assessor will be deemed to be appropriately qualified if they have sufficient skills and knowledge within the area they are assessing to enable them to make valid and objective assessment decisions about the candidate's achievements.

The assessment centre must ensure that those making assessment decisions have the necessary expertise to do so, which may include assessors having, or working towards, appropriate qualifications; these would include:

- Award in Assessing Competence in the Work Environment

- Award in Assessing Vocationally Related Achievement
- Certificate in Assessing Vocational Achievement.
- Assess learners using a range of methods (A1)
- D32/33

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

All centre assessors must:

- have the role of assessor identified within their role profile; where assessment forms part of an individual's role
- be occupationally knowledgeable in the units they are assessing
- be familiar with the units that relate to the qualification and must be able to interpret and make judgements on current working practices and technologies within the area of work
- understand and apply OCR recording requirements.

### 4.3 Internal quality assurance personnel (IQA)

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

All internal quality assurance personnel must:

- be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role
- sample the assessment process to ensure accurate and consistent decisions between centre assessors and against standards
- resolve differences and conflicts on assessment decisions
- ensure that assessment has been carried out by persons who are occupationally knowledgeable within the area they are assessing.

Centres must have in place processes to review assessors' decisions and ensure that they are correctly interpreting and applying the standards described in the handbook.

Centres must keep records of internal assessment and have these available for inspection by the OCR Visiting Moderator.

Internal moderators should sample assessments systematically in order to ensure the quality and consistency of assessment decisions made by assessors.

# 5 Assessment

## 5.1 Assessment: How it works

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The purpose of assessment is to ensure that learners have the opportunity to demonstrate that they can meet each assessment criterion and achieve the learning outcomes. The assessment criteria in each unit indicate the level required to achieve the unit at a pass grade.

Learners will build a portfolio of evidence for each unit.

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

The identified teaching content in the unit is not exhaustive and may be expanded upon or tailored to particular contexts in which the unit is being taught and the assessment criteria applied.

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

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

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

Key features of the assessment of these qualifications are:

- assessment of units may be by centre set assignments.
- assessment of all units can take place at a time to suit learners and centres. There are no timetabled exams required.
- tutors and assessors can draw on real work-based opportunities for learners to generate evidence. This approach has been found to motivate learners and increase the likelihood of them staying on the programme. Even where work-based activities are limited, these qualifications are designed to enable learners to generate assessment evidence in a vocationally-relevant context.
- performance at unit level is graded as Pass, Merit or Distinction. These grades are aggregated to provide an overall grade for the qualification.
- all units are centre-assessed and externally moderated by an OCR Visiting Moderator.

## 5.2 Authentication

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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 the 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 centres ensure that learners understand that work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Learners may refer to research, quotations or evidence but they must list their sources.

Where permitted by the 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.

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

**Please note:** Centres must confirm to OCR that the evidence produced by learners is authentic. Please see the *Admin Guide: Cambridge Technical Qualifications* for further details.. It is a requirement of the Ofqual Common Criteria for all Qualifications that proof of authentication is received.

## 5.3 Initial assessment of learners

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

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

## 5.4 Centre assessed units and OCR visiting moderation

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All units are centre-assessed and externally moderated by an OCR Visiting Moderator.

Centres will need to devise activities/assignments that enable learners to meet all of the assessment criteria in these units.

Assessment of these qualifications will be conducted in accordance with the appropriate codes of practice approved and published by the regulatory authorities and OCR requirements.

When learners complete an assignment/activity, the centre assessor assesses their work. Centres will need to identify staff who will act as centre assessors. The staff will need to have experience in making judgments about learners' progress.

Centre Assessors must:

- judge learner work against the standard identified to meet the assessment criterion
- identify sufficient valid and reliable evidence
- identify gaps in evidence
- give feedback to learners
- liaise with other assessors in the centre to ensure assessment standards are consistent
- authenticate learner achievement
- maintain records of learners' achievements.

Full details of the administration arrangements associated with these qualifications are included in the *Admin guide: Cambridge Technical Qualifications*.

## 5.5 Internal standardisation

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Internal standardisation is an important part of the local assessment process. Centres are required to demonstrate that a system is in place which ensures that all assessment is being carried out in a similar way and to an equivalent standard across all centre assessors. OCR will require evidence of this process. Centres are required to keep evidence of standardisation and records of any decisions/issues for a minimum of three years.

In order to maintain a consistent approach to internal standardisation, a centre co-ordinator should be nominated. The centre co-ordinator will be responsible for:

- maintaining a list of current centre assessors

- ensuring that all current centre assessors are working to the same standard
- arranging regular standardisation meetings
- ensuring cross-moderation of work between centre assessors
- maintaining records of the outcome of cross-moderation activities
- regularly sampling the assessment of all centre assessors and documenting the outcome
- advising centre assessors of any discrepancies in assessment and suggesting ways in which assessment may be brought into line with the work of other centre assessors
- completing the relevant centre standardisation documentation.

## 5.6 External moderation

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External moderation ensures centres' internal assessments meet the national requirements of these qualifications.

OCR Visiting Moderators are allocated by OCR to carry out two distinct roles. They provide advice and guidance to centre staff and moderate centre assessment decisions.

External moderation of a centre's assessment decisions is achieved through systematic sampling. The assessment decisions of each assessor submitting work will be sampled at every moderation visit and all units for a full qualification will be sampled over the duration of the course. The outcomes of moderation will apply to all work submitted in each batch for moderation. No substitution of learners' work will be allowed unless prior agreement of the OCR Visiting Moderator has been obtained. Each centre can have up to two visits per year (subject to centre activity). Additional chargeable visits can be arranged; please refer to the *Admin guide: Cambridge Technical Qualifications* for further details.

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

If the decision is **agree**, the centre's assessment decisions for all learners' work entered for moderation on that occasion (i.e. in the single batch of work submitted for moderation) will be confirmed by the OCR Visiting Moderator at the end of the moderation visit. Some small degree of disagreement is allowed through the sampling process. In these cases, the OCR Visiting Moderator will provide clear written advice to the centre to help future assessment and, where appropriate, agree action points with the centre.

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

- work does not meet the required standard
- assessment in the sample is inconsistent

- some evidence is missing or has not been cross-referenced to the assessment criteria, so cannot be located by the OCR visiting moderator
- there is no evidence of assessment having taken place.

At the end of each moderation visit the OCR Visiting Moderator will prepare a report which will include comments on the accuracy of assessment and record the action agreed.

It is the OCR Visiting Moderator's responsibility to authorise claims and submit to OCR for processing.

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

## 5.7 Generation and collection of evidence

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Evidence generated by each learner for a specified unit should be in an appropriate format to demonstrate the skills competency, or application of knowledge and understanding, as specified in each assessment criteria within the unit in question.

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

**Outcomes of activities** – the outcome or product of a learner's work (either through simulated activities, assignments, projects or real work). Further guidance on simulation and centre-devised assignments and projects is provided below.

**Observation** – recorded observations of learner performance by the assessor whilst the learner is undertaking activities. An example of an Observation/Witness Statement is included in the section **Supporting documentation**.

**Statements from witnesses** – written or oral accounts of a learner's performance. An example of an Observation/Witness Statement is included in the section **Supporting documentation**. Centres must remember that witnesses must only describe what they observed the learner doing. It is the learner's assessor who will assess the evidence presented against the requirements of these awards. Often it will be necessary for assessors to make contact with witnesses to ensure that (a) the witness statement is authentic and (b) the assessor's interpretation of the witness statement is accurate. Witness statements do not have to be written by the witness, they may be recorded by the assessor after discussion with the witness and confirmed as accurate by the witness.

**A personal statement by learner** – a written or verbal account by the learner of specific incidents or situations. All personal statements made by learners must be authenticated.

Learners should take responsibility for the development of their own portfolios, with appropriate support from tutors, employers and peers, and should be aware of the necessity of clear presentation and ordering as an aid to assessment and grading once the work is submitted.

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

We have designed an Evidence Record Sheet for learners to record their evidence and cross-reference it to assessment objectives within a particular unit. An Evidence Record Sheet (or other suitable cross-referencing tool) must be adopted to allow the OCR Visiting Moderator to see what assessment objectives each piece of evidence refers to.

## 5.8 Sufficiency of evidence

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Assessors should discuss with learners the most suitable sources of evidence and ensure learners are aware of the importance of quality rather than quantity when presenting evidence for assessment. Assessors must be convinced, from the evidence presented, that learners working on their own can work independently to the required standard.

## 5.9 Simulation

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Wherever possible centres should generate evidence from the real work environment. Where it is not possible to produce evidence in this way, assessment criteria may be assessed through simulation of a real work environment.

If work experience is not possible practical activities can be simulated. If this is a method used, assessors must ensure that the conditions and environment realistically reflect those that would be found in IT organisations.

OCR Visiting Moderators will need to be provided with detailed evidence to show how the following criteria for realistic working environments have been met.

A realistic working environment is an environment within which learners are producing evidence subject to the following criteria:

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

OCR requires centres to internally standardise activities that take place under simulated and real conditions. Evidence that the Internal Quality Assurance Personnel has sampled all evidence produced from simulated environments and real work conditions must be provided to OCR Visiting Moderators. Centre staff should participate in standardisation meetings to ensure that live and simulated environments, and the assessment decisions made within each environment, are comparable.



## 5.10 Assessment and grading of evidence

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

## 5.11 Grading

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All units are internally assessed and externally moderated by OCR.

Each unit within the qualification has specified grading criteria which are to be used for grading purposes.

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

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

## 5.12 Calculation of the qualification grade

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### Pass qualification grade

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Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade (see [Rules of combination for OCR Level 2 Cambridge Technical IT qualifications](#)).

### Qualification grades above pass grade

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Learners will be awarded a merit or distinction or distinction\* qualification grade by the aggregation of points gained through the successful achievement of individual units. The number of points available is dependent on the unit level and grade achieved, and the credit size of the unit (as shown below).

## Points available for credits achieved at different QCF Levels and unit grades

The table below shows the number of points scored per credit at the unit level and grade.

Unit level	Points per credit		
	Pass	Merit	Distinction
Level 2	5	6	7

Learners who achieve the correct number of points within the ranges shown in the 'qualification grade' table will achieve the qualification merit or distinction or distinction \* grade.

### Qualification Grade

#### OCR Level 2 Cambridge Technical Certificate – 15 credits

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

Points range above pass grade	Grade	
85 - 94	Merit	M
95 - 99	Distinction	D
100 and above	Distinction*	D*

### Qualification Grade

#### OCR Level 2 Cambridge Technical Extended Certificate – 30 credits

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

Points range above pass grade	Grade	
170 - 189	Merit	M
190 - 199	Distinction	D
200 and above	Distinction*	D*

### Qualification Grade

#### OCR Level 2 Cambridge Technical Diploma – 60 credits

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

Points range above pass grade	Grade	
340 - 379	Merit	M
380 - 399	Distinction	D
400 and above	Distinction*	D*

## 5.13 Retention of centre records

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

## 5.14 Methods of assessment

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It is the centre assessor's responsibility to agree the best method of assessing a learner in relation to their individual circumstances. The methods agreed must be:

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

### Valid

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

Validity can also be compromised if a learner does not understand what is required of them. For example, one valid method of assessing a learner's knowledge and understanding is to question them. If the questions posed are not relevant to the qualification or difficult for the learner to understand, not in terms of the content but the way they are phrased, the validity of the assessment method is questionable.

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

### Reliable

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

## Safe and manageable

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

## Suitable to the needs of the learner

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OCR has tried to make sure that achievement of these qualifications is free from constraints outside the requirements of the units. Centres must follow this commitment through when designing assignments and/or considering assessment.

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

If centre staff think that any aspect of these qualifications unfairly restricts access and progression, they should talk to their OCR Visiting Moderators about this.

The following assessment methods are considered suitable for these qualifications:

- **examining the evidence**
- **direct observation** of practice
- **questioning** the learner or witness
- **inference of knowledge** from direct observation

## 5.15 Examining the evidence

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

Evidence can:

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

For example:

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

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

## 5.16 Direct observation

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

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

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

## 5.17 Questioning

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Approved and qualified centre assessors (see [Centre assessor and Quality assurance personnel requirements](#)) may question a learner or witness for the assessment of these qualifications.

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

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

Centre assessors should ask open questions; that is questions where the learner has to give an answer (other than 'yes' or 'no'). Centre assessors should also be careful to avoid complicated questions which may confuse the learner.

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

Questioning witnesses is normally an ongoing part of validating written witness statements. However, questioning witnesses should not just be used for this purpose. Centre assessors should be able to speak to witnesses and record, in whatever way is suitable, the verbal statements of these witnesses. A record of verbal statement is a form of witness statement and could provide valuable evidence to confirm a learner's competence over a period of time.

## 5.18 Witness testimonies

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

Witness testimonies can be used as evidence of a learner's performance. Such testimonies could be made verbally to the centre assessor or could be written in a short note.

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

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

It is not appropriate for witness testimonies to contain a list of the skills to which it relates. Witnesses must direct the information in their testimonies to describing what the learner did. The centre assessor will then judge whether the learner's activities demonstrate competence to the standards. It is not acceptable for learners or centre assessors to produce written witness testimonies for witnesses to sign.

## 5.19 Personal statements

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This is a learner's own account of what they did, backed up by reference to evidence or witnesses. Learners can also produce logs or diaries, reflective accounts, but someone who can authenticate them as a true account of what took place must countersign these.

## 5.20 Performance evidence

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Performance evidence provides proof of what a learner can do. Sometimes, it can also provide inferred evidence of what a learner knows. Performance evidence can take the form of the following:

- products or outcomes of the learner's work (for example, things that the learner produced or worked on). The evidence presented for assessment may be the actual product or a record of the product

- if group work is used as evidence, the learner's contribution must be clearly identified. Other products (for example, company policies) may have been reproduced by someone else but relate to the learner and their competence, this must be clearly identified
- proof of the way the learner carried out their work (that is, the process they went through). The internal centre assessor's observation of a learner or a witness' testimony provides performance evidence and would be suitable for these qualifications.

## 5.21 Where evidence comes from

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

- performance and knowledge evidence may come from a learner carrying out workplace activities
- knowledge evidence may come from answering the centre assessor's questions.

## 5.22 Type of evidence

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Evidence can take many forms, for example, photographs, DVDs, digital recordings, CD and paper-based or digitally formatted documents.

## 5.23 Amount of evidence needed

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

For a learner to be awarded a unit, the evidence presented must satisfy all the assessment requirements and assessment criteria.

The quality and breadth of evidence provided should determine whether a centre assessor is confident that a learner is competent or not. Centre assessors must be convinced that learners working on their own can work independently to the required standard.

# 6 Delivery

## 6.1 Mode of delivery

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OCR does not specify the mode of study or specify a time limit for the achievement of these qualifications other than the last entry date laid down by the regulatory authorities.

Centres are free to deliver these qualifications using any mode of delivery that meets the needs of their learners. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified below.

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

## 6.2 Wider issues

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

### Spiritual, moral, ethical, social and cultural issues

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Tutors delivering a programme of learning leading towards these qualifications would have opportunities to develop learners' understanding of spiritual, moral, ethical, social, legislative, economic and cultural issues, for example through:

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



## Environmental issues, health and safety considerations and European developments

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Tutors delivering a programme of learning leading towards these qualifications would have opportunities to develop learners' understanding of health and safety issues, environmental issues and European developments such as:

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

### 6.3 Centre resources and requirements

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There is no requirement for learners to carry out work experience. Where possible learners should generate evidence from the real work environment, if it is not possible then assessment criteria may be assessed through simulation. For more information see [Simulation](#).

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

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

Units may contain guidance on the resources required. Centres should ensure that appropriate physical resources are made available to learners. Staff conducting assessment must understand fully the requirements of these qualifications.

### 6.4 Delivery in Wales and Northern Ireland

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These qualifications have been regulated by Ofqual for delivery in England/Wales/Northern Ireland during the life of the qualifications.

They have been approved by the Welsh Government for use by centres in Wales and by the Council for the Curriculum Examinations and Assessment (CCEA) for use by centres in 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, the terms used have been selected as neutral so that learners may apply whatever is appropriate to their own situation.

We will provide specifications, and supporting documentation in English.

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

## 6.5 Access arrangements and special consideration

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

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

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

For further guidance on access arrangements and special consideration please refer to OCR's [Admin guide: Vocational Qualifications](#) (A850).

## 6.6 Centre malpractice guidance

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

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

Further information is contained in the JCQ publication: *General and Vocational Qualifications - Suspected Malpractice in Examinations and Assessments* which is available from [www.jcq.org.uk](http://www.jcq.org.uk) together with OCR's *Malpractice Procedures – A Guide for Centres*.

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\* 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.

# 7 Certification

Learners who achieve the full qualification will receive:

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

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

## 7.1 Claiming certificates

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

For details on how to make online claims for these qualifications see the step-by-step guide for centres *Admin guide: Cambridge Technical Qualifications*.

## 7.2 Replacement certificates

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For details on replacement certificates please see the *Admin guide: Cambridge Technical Qualifications*.

# 8 Further support and information

This Centre Handbook and the *Admin guide: Cambridge Technical Qualifications* contain the information needed to deliver and administer these qualifications. If there are any queries about these please see below for contact details. Support is also available on the OCR webpages at [www.ocr.org.uk](http://www.ocr.org.uk).

## 8.1 Interchange

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

## 8.2 Enquiries

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

Telephone: 024 76 851509  
Fax: 024 76 851633  
Email: [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

Alternatively, you could visit OCR's website at [www.ocr.org.uk](http://www.ocr.org.uk) for further information on OCR qualifications.

## 8.3 Customer feedback

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

OCR  
OCR Cambridge Technical IT Qualification Manager  
Progress House  
Westwood Way  
Coventry  
CV4 8JQ

## 8.4 Results enquiries and appeals

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Please refer to the [Admin guide: Vocational Qualifications](#) (A850).

## 8.5 Training

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OCR will offer a range of support activities for all practitioners throughout the lifetime of the qualification to ensure they have the relevant knowledge and skills to deliver the qualification.

Please see [Event Booker](#) for further information.

## 8.6 Resources

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OCR offer high quality resources for these Cambridge Technical qualifications. OCR will be adding to this support material so please refer to the website for updates.

Please see [www.ocr.org.uk](http://www.ocr.org.uk) for further information.

## 9 Supporting documentation

In section 5 we refer to Observation/Witness Statements and Evidence Record Sheets. We have produced these forms for use by centres. The use of these forms is optional. Alternatively, centres may devise their own recording documentation.

**OBSERVATION/WITNESS STATEMENT**

Candidate name: .....

Assessor name: .....

Unit number: .....

Unit title: .....

**Witness details (where applicable)**

Name: ..... Job Title: .....

Name and address of place of work: .....

.....

Telephone number: ..... Email: .....

Fax number: ..... Relationship to candidate: .....

What activity(ies) did the candidate carry out, over what period of time and in what context?	For assessor use only: Unit/AC reference
<div data-bbox="751 1921 1080 2051" style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p>Have you continued on a separate sheet Y/N?</p> </div>	

How much supervision or help was the candidate given?

I confirm that this statement is a true description of the above candidate's performance in relation to the activities outlined.

Signature: ..... (Witness/Assessor\*) Date: .....

**For Assessor use only:**

<b>Authentication notes</b>	<b>Date</b>	<b>Assessment notes</b>	<b>Grade</b>	<b>Date</b>

\*delete as appropriate



# OCR Level 2 Cambridge Technical Certificates/Diploma in IT

## Unit Evidence Record Sheet

Unit Number \_\_\_\_\_

I confirm that the evidence provided is a result of my own work.

Unit Title \_\_\_\_\_

Name of candidate: \_\_\_\_\_

Signature of candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Evidence reference or location	Evidence	Learning Outcomes						
		1	2	3	4	5	6	

*(Please photocopy this sheet for recording further evidence)*

I confirm that the candidate has demonstrated competence by meeting the requirements of all the learning outcomes for this unit.

Signature of assessor: \_\_\_\_\_ Date: \_\_\_\_\_

(Page of )

Signature of Internal Quality Assurance Personnel: \_\_\_\_\_ Date: \_\_\_\_\_  
(where appropriate)