Advice and Guidance

Centre Handbook

OCR Level 3 NVQ Certificate in Advice and Guidance

Entry code 10184

OCR Level 4 NVQ Diploma in Advice and Guidance

Entry code 10185

These qualifications closed for entries on 30/09/2020
Last certification will be 30/06/2022

Version 6 Issued November 2021

Key updates to this handbook

Section	Title of section and change	Version and date issued
All sections	**The format of this handbook has been completely updated to bring in line with a new template. The qualification content and structure remains unchanged from previous version, but some of the supporting information has been bought up-to-date following a review of documents. The sections affected are detailed as follows:**	Version 6 November 2021
2	2.7 Wider issues – content updated 2.10 Mode of delivery – content updated 2.14 Performance information – new section	
3	Title updated and introductory paragraph added 3.1 Overview of the assessment – new section title 3.2 Initial assessment of learners – previously section 3.3. New section title and content updated. 3.3 Recognition of prior learning (RPL) – previously section 3.4. 3.4 Planning assessment – previously section 3.5. 3.5 Making assessment decisions – previously section 3.6. Content updated. 3.6 Methods of assessment – previously section 3.7. 3.7 Authentication – new section. 3.8 Examining the evidence – content updated 3.18 Authentication – content updated 3.21 Quality assurance – how it works – new section title and content updated 3.22 Direct Claim Status (DCS) – new section 3.23 Reporting suspected malpractice – new section some content previously in section 2.14	
4	Title updated and introductory paragraph added 4.1 Assessment centre requirements – content updated 4.2 Centre assessor responsibilities – new section title and content updated 4.3 Assessment and the Data Protection Act – new section 4.4 Internal Quality Assurance Personnel (IQA) – previously section 4.3. New section title and content updated.	
5	Introductory paragraph updated 5.1 Claiming certificates – content updated 5.2 Assessment review/appeals – new section title and content updated	

	5.3	Replacement certificates – content updated	
7	7.2	Our Professional development programme – new section	
8	8.1	Feedback and enquires – content updated	
	8.3	Useful documents and links – new section	
Front cover	Last Entry and Last Certification date added.		Version 5
3.2 & 3.8	Updated to include the UK General Data Protection Regulation (GDPR)		June 2021
8.1	Updated contact details		
2.8	Qualification size updated		Version 4
8	Contacting us updated		June 2019
All sections	Hyperlinks updated.		
All sections	Amended reference to the Admin Guide to the new Administration area on the OCR website and removed the section on administration arrangements.		Version 3
	References to the Qualifications and Credit Framework (QCF) have been changed to Regulated Qualifications Framework.		September 2017
	Updated contact information in the event of any queries concerning the units or assessment.		
2	The following information has been updated:		
	2.5	Unique Learner Numbers and the Personal Learning Record	
	2.9	Funding	
	2.12	Delivery in Wales and Northern Ireland	
	2.13	Access arrangements and special consideration	
	2.14	Reporting suspected malpractice	
3	3.1 and 3.6	Information added about data protection	
	3.2	Recognition of prior learning	
4	4.1	Resubmitting work for assessment	
8	Contacting us - information updated		
	Administration arrangements – section deleted		

Contents

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 webpages for the most up-to-date information.

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

OCR entry code	Title	Qualification Number
10184	**OCR Level 3 NVQ Certificate in Advice and Guidance**	**501/2154/6**
10185	**OCR Level 4 NVQ Diploma in Advice and Guidance**	**501/1901/1**

Information about the administration of these qualifications is available on our website. 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.

1.1   The OCR Advice and Guidance suite of qualifications

The OCR Advice and Guidance suite of qualifications provides learners with high quality, nationally recognised qualifications. They are vocationally-related, credit-based qualifications that relates to national occupational standards (NOS) and provide valuable opportunities for individuals to develop skills, gain underpinning knowledge and understanding and demonstrate competence in the workplace and provide opportunities for progression to further qualifications both vocational and course based.

2 General information

2.1 Qualification profile

OCR Level 3 NVQ Certificate in Advice and Guidance

Title	OCR Level 3 NVQ Certificate in Advice and Guidance			
OCR code	10184			
Qualification number (QN)	501/2154/6			
Level	Level 3			
Qualification structure	To achieve this qualification, learners must complete a total of 21 credits; 12 from mandatory units and 9 from optional units.			
Age group approved	Pre-16	16-18	18+	19+
		✓		✓
Guided Learning Hours (GLH)	132	**Total Qualification Time (TQT)**		210
This qualification is suitable for learners	- whose work includes clear guidelines in the practice of advice and guidance - who are working in designated advice and/or guidance organisations - whose role is to provide information that is often interpreted by others.			
Entry requirements	There are no formal entry requirements for this qualification.			
Assessment	This qualification is pass/fail. This qualification is internally assessed by centre staff and externally quality assured by OCR Assessors.			
Performance information	You will find information on: - performance tables for England on the Department for Education website - performance points for Northern Ireland on the Department of Education website - performance measures for Wales on Qualifications in Wales database (QiW). If you have any queries about the performance information then please email ims@wales.gsi.gov.uk.			

OCR Level 4 NVQ Diploma in Advice and Guidance

Title	OCR Level 4 NVQ Diploma in Advice and Guidance			
OCR code	10185			
Qualification number (QN)	501/1901/1			
Level	Level 4			
Qualification structure	To achieve this qualification, learners must complete a total of 37 credits; 17 from mandatory units and 20 from optional units.			
Age group approved	Pre-16	16-18	18+	19+
			✓	✓
Guided Learning Hours (GLH)	213	**Total Qualification Time (TQT)**		370
This qualification is suitable for learners	• who have managerial or training responsibilities • who are creators of information, advice and guidance within the service/practice • who are dynamic in their dealings with organisations.			
Entry requirements	There are no formal entry requirements for this qualification.			
Assessment	This qualification is pass/fail. This qualification is internally assessed by centre staff and externally quality assured by OCR Assessors.			

2.2   Target market

These qualifications are suitable for those who undertake advice and guidance activities working directly with clients, disseminating information, advice and guidance. Learners will be working with information that is often interpreted by others, usually working within some clear guidelines.

2.3   Qualification aims

OCR Level 3 NVQ Certificate in Advice and Guidance

The OCR Level 3 NVQ Certificate in Advice and Guidance has been designed to reflect the work of practitioners who undertake activities at Level 3 working directly with clients, disseminating information, advice, and some level of guidance. Learners will be working with information that is often interpreted by others, usually working within some clear guidelines.

OCR Level 4 NVQ Diploma in Advice and Guidance

The OCR Level 4 NVQ Diploma in Advice and Guidance has been designed to reflect the work of experienced practitioners who work directly with clients, disseminating information, advice, guidance and formal advocacy at Level 4. Learners might also have some managerial or training responsibilities. They could also be creators of information, advice and guidance, either disseminating information themselves as practitioners or through their organisation in the form of publications. Learners at this level are expected to have a more dynamic relationship with other organisations. It supports the recognised need that individuals and employers must be responsible for gaining the skills needed to meet ever changing objectives which will in turn lead to improvements in efficiency and effectiveness throughout the organisation and with clients.

2.4   Entry requirements

There are no formal requirements for entry to these qualifications.

OCR Level 3 NVQ Certificate in Advice and Guidance is regulated for learners aged 16 years and over.

OCR Level 4 NVQ Diploma in Advice and Guidance is regulated for learners aged 18 years and over.

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.

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

2.5   Unique Learner Number (ULN)

This is a personal ten-digit number, which is used to ensure learner achievement information can be provided to their Personal Learning Record (PLR). ULNs are provided and administered by the Learning Records Service (LRS).

Learners over the age of 14 in UK education or training can access the PLR using their ULN. Learners keep the same ULN to access their PLR throughout their lives and whatever their level of learning.

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

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

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

2.6   Progression opportunities

These qualifications have been designed to encourage progression and allow for progression to and from OCR's existing Advice and Guidance provision. It is directly relevant to the needs of employers and relates to National Occupational Standards (NOS) in Advice and Guidance. Learners may also progress into OCR's Careers Guidance provision.

2.7   Wider issues

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

Spiritual, moral, ethical, social and cultural issues

Centre staff delivering a course that supports these qualifications would have opportunities to address spiritual, moral, ethical, social and cultural issues.

Environmental issues and health and safety considerations

Centre staff delivering a course that supports these qualifications may have opportunities to address environmental issues and health and safety considerations depending on the method of delivery/choice of teaching materials.

2.8   Qualification size

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

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

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

Each qualification requires the following GLH and TQT:

OCR Level 3 NVQ Certificate in Advice and Guidance minimum 132 GLH and 210 TQT

OCR Level 4 NVQ Diploma in Advice and Guidance minimum 213 GLH and 370 TQT.

2.9   Funding

Funding arrangements can be subject to change. For the latest details about approval and funding eligibility, we recommend you visit the following websites:

Register of Regulated Qualifications – Ofqual's register of regulated qualifications.

Education and Skills Funding Agency for funding education and training for children, young people and adults in England. This list was formerly known as the section 96.

Department for the Economy for public funding in Northern Ireland.

Qualifications in Wales database (QiW) for public funding in Wales.

NIEFQAN – Approval of qualifications by the Department of Education in Northern Ireland.

Some qualifications may be eligible for a loan. For more information about Advanced learner loans see the Education and Skills Funding Agency.

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

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

2.10 Mode of delivery

OCR does not specify the mode of study or a time limit for the achievement of these qualifications other than the last entry/last certification dates. OCR will notify you before the qualification closes for entries and this information will be available on the register of regulated qualifications and our last entry/certification notification.

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.

2.11 Resources

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).

Each unit will contain guidance on the types of evidence that may be used to meet the assessment criteria. Staff conducting assessment must understand fully the requirements of these qualifications. Centres should ensure that appropriate physical resources are made available to learners.

Centres will need to meet the above requirements when they seek centre approval from OCR.

2.12 Delivery in Wales and Northern Ireland

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

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

2.13 Accessibility

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

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

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

For further guidance on access arrangements and special consideration refer to the Administration area of the OCR website.

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

2.14 Performance information

You will find information on:

- Performance tables for England on the Department for Education website

- performance points for Northern Ireland on the Department of Education website

- Performance measures for Wales on Qualifications in Wales database (QiW). If you have any queries about the performance information then please email ims@wales.gsi.gov.uk.

3 Verified assessment

This section provides guidance on verified assessment: how to plan and manage assessment and what controls must be applied throughout the process. Your centre must comply with OCR's criteria for verified qualifications. Non-compliance with the OCR Criteria will result in sanctions and actions which your EQA will discuss with you at your visit and document on the EQA report.

3.1 Overview of the assessment

In order for learners to be able to effectively progress towards meeting the requirements of each assessment criterion, tutors must make sure that the supporting knowledge, understanding and skills requirements for each criterion are fully addressed. The identified knowledge, understanding and skills in the unit are not exhaustive and may be expanded upon or tailored to particular contexts to 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 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.

3.2 Initial assessment of learners

It is important for centres to carry out some form of initial assessment that identifies what competence and knowledge a learner already has and the gaps that they need to look at. This will help plan the assessment because it allows assessors to help learners understand the best place to start collecting evidence. It will also identify units which learners might have difficulty finishing.

For further information about entry requirements and prior learning see section 2.4 Entry requirements and section 3.3 Recognition of prior learning.

3.3   Recognition of prior learning (RPL)

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

•   domestic/family life

•   education

•   training

•   work activities

•   voluntary activities.

We encourage the use of RPL and your centre should advise learners that they can bring forward any relevant learning (gained either informally or formally) so that it can be assessed against the assessment criteria specified in the unit, or units, the learner aims to complete. It is important that your centre make it clear to learners that the RPL process is concerned with how the learner has acquired the knowledge, understanding or skills, it does not mean the learner is exempt from the assessment e.g. mandatory exams, practical/theory tests or assignments.

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

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

3.4   Planning assessment

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

•   finding the best source of evidence to use for particular units

•   finding the best way of assessing the learner

•   confirming the best times, dates and places for the assessments to take place.

Assessors must make a note of their assessment planning and regularly give feedback to learners.

3.5   Making assessment decisions

It is not necessary for learners to meet all the criteria every time they carry out an activity but **it is necessary that all learners produce their own evidence to meet all assessment criteria**. They must consistently provide enough evidence for assessors to believe that the learner is competent in their working environment.

Centre assessors should:

- plan with the learners

- assess learner performance, knowledge and understanding

- look at the evidence

- question and give feedback to the learner working towards these qualifications.

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

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

3.6   Methods of assessment

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

- valid

- reliable

- safe and manageable

- suitable to the needs of the learner.

Valid

A valid assessment method is 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 difficult for the learner to understand (not in terms of the content but the way they are phrased, for example), 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 policy document on legislation, codes of practice and ethnic requirements, as evidence towards Unit AG30. Learning Outcome 1 **"Understand legislation and codes of practice which impact on their role"** as it would not allow valid assessment of that criteria. It would be more appropriate for the learner and assessor to have a discussion about the policy and for the learner to explain how it is relevant, illustrated with examples of their compliance to the requirements. This discussion could then be assessed by the assessor and recorded as evidence.

Reliable

A reliable method of assessment will produce consistent results for different assessors on each assessment occasion. Internal Quality Assurers (IQAs) must make sure that all assessors' decisions are consistent.

Safe and manageable

Assessors and Internal Quality Assurers (IQAs) must make sure that the assessment methods are safe and manageable and do not put unnecessary demands on the learner and/or the organisation they work for.

Suitable to the needs of the learner

OCR has tried to make sure that achievement of these qualifications are free from constraints outside the requirements of the learner's job role.

For learners who have access requirements please see section 2.13 Accessibility of this handbook.

If centre staff think that any aspect of these qualifications unfairly restricts access and progression, they should talk to their OCR External Quality Assurer (EQA) about this.

OCR in partnership with Lifelong Learning UK and other awarding bodies have identified the following main assessment methods which are suitable for these qualifications:

- direct observation of practice by a qualified assessor or by the expert witness for occupational specific units

- examining the evidence by an assessor

- questioning the learner or witness by an assessor

- inference of knowledge from direct observation.

In some situations, the assessor can speak to the learner to provide evidence of the learner's performance and knowledge (see Professional discussion).

3.7   Authentication

Assessors must be confident that the work they assess is the learner's own. This does not mean that a learner must be supervised throughout the completion of all work but the 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 assessor should discuss work-in-progress with learners. This will not only make sure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work and provide general feedback.

Where permitted by the unit, 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.

Plagiarism

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 work submitted for external quality assurance where plagiarism is suspected will be reported to OCR and investigated. The outcome of the investigation may involve sanctions/penalties imposed on learners, staff and/or the centre.

Plagiarism sometimes occurs innocently when learners are unaware of the need to reference or acknowledge their sources. It is therefore important that centres make sure 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.

If learner work has been copied from a published or electronic source, and has been referenced, this can still be classed as plagiarism. Where the copied work cannot be considered to be his/her own independent work and/or does not demonstrate the learner's own practice, understanding and knowledge of the subject.

The JCQ Plagiarism in Assessments Guidance for Teachers/Assessors provides further information.

Resubmitting work for assessment

While there are no restrictions on the number of times that a learner can resubmit evidence, it is the responsibility of the assessor to make sure that the details of any feedback and guidance are clearly recorded.

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

Please note: Your centre must confirm to us that the evidence produced by learners is authentic. The Evidence Record Sheet includes a declaration for learners to sign and is available from the webpage.

3.8   Examining the evidence

Only approved and qualified assessors (see section 4 Centre assessor and quality assurance personnel requirements) may examine the evidence for the assessment of these qualifications.

Evidence can:

- reflect how the learner carried out the process

- 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 assessor's responsibility to make sure that the evidence a learner submits for assessment meets the requirements of the qualification.

The product of a learner's work could be letters to or from clients, or e-mail messages to or from colleagues. Products relating to a learner's competence could be minutes of meetings or questionnaires returned from clients and other agencies.

Learners must not reference another individual's personal details in any evidence produced for summative assessment. It is the learner's responsibility to make sure evidence that includes another individual's personal details is anonymised to comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (GDPR).

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

3.9   Observation

Only approved and qualified assessors (see section 4 Centre assessor and quality assurance personnel requirements) may carry out observations for the assessment of these qualifications.

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

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

3.10 Questioning

Only approved and qualified assessors (see section 4 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 processes a learner has gone through.

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

It is important that 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 assessors must record, word for word, the questions put to the learner and the answers the learner gives. However, assessors must record enough information about what they asked and how the learner replied to allow the assessment to be verified.

Questioning witnesses is normally an ongoing part of validating written witness statements. However, questioning witnesses should not just be used for this purpose. 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.

3.11 Professional discussion

Professional discussion is a structured, planned and in depth discussion recorded by the assessor. It allows the learner to present evidence of competence and to demonstrate skills, knowledge and understanding through discussing the evidence and showing how it meets the requirements of the qualification. The assessor should guide the discussion by using open questioning, active listening and knowledge of the standards.

3.12 Witness testimonies

Witness testimonies can be used as evidence of a learner's performance. Such testimonies could be made verbally to the 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 assessor will then judge whether the learner's activities demonstrate competence to the standards. It is not acceptable for learners to produce written witness testimonies for witnesses to sign, to support a qualification they are working towards.

3.13 Personal statements

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.

3.14 Performance evidence

Performance evidence provides proof of what a learner can do. Sometimes, performance evidence can also provide 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 identified clearly. Other products (for example, company policies) may have been reproduced by someone else but relate to the learner and their competence

- proof of the way the learner carried out their work (that is, the process they went through). An assessor's observation of a learner or a witness' testimony both provides performance evidence and would be suitable for these qualifications.

3.15 Where evidence comes from

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

- performance evidence may come from a learner carrying out workplace activities

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

3.16 Real work

The qualification(s) require(s) that a learner's performance is to be assessed using evidence from the workplace, and that observation (if appropriate) should be of naturally occurring practice within the learner's work role. This will include the demonstration of the application of knowledge.

3.17 Simulation

Simulation is not allowed. However, where access to assessment is jeopardised by this, guidance should be sought from OCR who will decide the issue.

3.18   Type of evidence

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

3.19   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 assessors.

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

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

3.20   Cumulative assessment record (CAR)

A cumulative assessment record (CAR) is the learner's record of the evidence that has been assessed and accepted as proof of competence by the internal assessor.

Templates for the recording documents to be used in a cumulative assessment record (CAR) may be provided by OCR or they may be designed by the centre and approved during the approval visit or by the OCR External Quality Assurer (EQA). The forms can be in any format but as a minimum they must contain the information identified on OCR's website. For further guidance please refer to the OCR Administration area – Assessment area. Learners must record, on the relevant documents, all the evidence presented for assessment. These records will also be used by your centre assessor and internal quality assurance personnel to record assessment decisions. They can also be used to record progress towards the achievement of units.

Filling in these documents is an on-going process, involving discussion and agreement between the learner and their centre assessor. The learner should fill in and keep the CAR while working towards their qualification. A centre assessor may help the learner complete the CAR if necessary. It may be viewed by your centre's internal quality assurance personnel and OCR External Quality Assurer (EQA) for sampling purposes as part of the quality assurance process.

We have provided other forms and recording documents which assessors and learners might want to use for these qualification(s) please see the OCR website www.ocr.org.uk.

3.21 Quality assurance – how it works

Internal quality assurance

It is your centre's responsibility to appoint internal quality assurance personnel (See section 4.4 Internal Quality Assurance personnel (IQA)) to manage the internal quality assurance (IQA) process.

The purpose of internal standardisation is to monitor standards and to ensure consistent and reliable assessment decisions across all staff, ensuring that all assessment requirements of the qualification are met. Internal standardisation provides a system for checking the quality of assessment to make sure that it is, valid, authentic, current, and reliable.

For this qualification you must carry out internal quality assurance to make sure that all learners' evidence is assessed consistently to the required standard.

A nominated member of staff (IQA) at your centre must take responsibility for the process and will:

- advise on interpretation of the standards, including feedback from previous assessments (where relevant)

- provide advice and support to centre assessors (staff who are assessing the qualification)

- monitor and observe assessment practice to ensure that all assessments are in line with the required standards.

- make sure feedback is given to all centre assessors and documented e.g. records of feedback

- maintain quality assurance documentation

- liaise with the allocated EQA.

There are three stages of assessment where internal standardisation plays a vital role: setting of assessments – including devising and/or modifying by centres, production of evidence and expectations and standardising centre staff assessment decisions.

Internal standardisation is an ongoing process and should always include the following formal stages:

- review centre devised / modified assignments, if relevant

- standardise assessment decisions

- sample assessment evidence

- review assessment practices.

A guide to internal standardisation for vocational qualifications is available on the OCR website.

Internal Quality Assurers (IQAs) must agree the use of simulated activities before they take place and must sample all evidence produced through simulated activities (see section 3.17 Simulation).

External quality assurance

Once you make learner registrations, we will allocate an EQA who will arrange to visit your centre to verify your assessments and internal quality assurance. OCR will contact you to request information on the learners and assessment staff is sent to the EQA.

EQA visits take place twice a year (roughly 6 months apart) and at the end of each EQA visit a provisional date is agreed for the next visit. Visits take place irrespective of whether certification claims have been made as learners are sampled mid-qualification as well as at the point of certification. When learners have completed units of the qualification and they have been assessed and internally quality assured, claims for the units or full awards can be made via OCR Interchange.

The EQA **must** interview learners, centre assessors and internal quality assurance personnel during their visits.

For each external quality assurance visit your centre must have available and provide access to the OCR EQA:

- the learner assessment records for all learners

- all evidence/portfolios for learners certificated by Direct Claims Status (DCS) since the last EQA visit

- the portfolios for learners the EQA has requested to sample

- assessments taking place for observation, when requested/arranged

- OCR's on-line claim system (Interchange)

- as requested by the EQA, learners, centre assessors and internal quality assurance personnel which may include any claims for certificates through Direct Claims Status (DCS)

- a sample signature list for all centre assessors and internal quality assurance personnel

- details of training, curriculum vitae and original certificates for new members of the assessment team. Authorised copies of original certificates and updated documents for existing assessment team members

- all centre records, see the next section for more details

- evidence of achieving action points and/or recommendations since the last EQA visit,

- if recorded evidence is used, make sure all recordings and appropriate playback equipment is available.

Centre records – assessment and quality assurance

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

As a minimum these must record the following information:

- the learner's name and location

- the title and level of the qualification they are taking

- the learner's start date on the programme and confirmation of learner entry

- the name of the centre assessor

- the name of the internal quality assurance personnel

- the date and outcome of the initial assessment of the learner

- dates and details of learner reviews and feedback sessions

- assessment method(s) used

- dates of all assessments and their outcomes (that is, the decision whether the learner has met the requirements or not) cross-referenced to the unit

- enough detail of the assessments to justify the decision made

- an indication of the frequency, and reason for, the use of simulation, if used

- dates and outcomes of internal quality assurance

- action resulting from internal quality assurance

- learner's achievement(s).

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

OCR External Quality Assurer (EQA) reports for centres

Our EQA will report against the OCR criteria for verified qualifications. Our EQA will use the report to provide feedback to your centre and to OCR.

All EQA reports are reviewed by OCR and their actions/recommendations are considered. The final decision on the application of sanctions at Level 2 or above lies with OCR.

If your centre is found to be non-compliant with any of the OCR criteria this will result in action(s) and appropriate sanction(s) being recommended. When a sanction is recommended there will always be one or more actions for your centre to address.

If you wish to appeal a sanction or EQA decision then you should follow the link to OCR Administration area - Post result services.

3.22 Direct Claim Status (DCS)

Centres who consistently meet all the required criteria and deliver high quality assessment for an individual qualification over approximately a twelve month period could be awarded DCS. This is when centres can claim certification for identified qualifications in between their EQA visits Please see the OCR Administration area - Direct claim status for more details.

The decision on whether DCS is awarded, retained, or withdrawn lies with OCR.

In addition to the checks made by the OCR EQA during an EQA visit, OCR (not EQAs) will undertake short notice record reviews of DCS claims. OCR will contact centres and request a copy of their candidate claims record.

Critical points regarding Direct Claim Status

- A **candidate claims record** must be completed and maintained for all claims made via DCS. A template is available for this or centres can create their own record or use an existing report from a management information system. The record must include learner and unit details for any DCS claims made since the centre's last quality assurance visit.

- Centres will keep assessment and internal quality assurance records relating to learners for who direct certification has been claimed for at least three years from the date of the claim. These records will include learner names and registration numbers with details of assessment decisions, internal quality assurance and claims for certification.

- Centres **must** advise OCR immediately of any staffing or resource changes. Where Internal Quality Assurers (IQAs) change, we reserve the right to remove DCS pending the evaluation of a new IQA. Direct Claim Status may be removed at any time if we believe that the above information is no longer current or the assessment and quality assurance at the centre is compromised.

- All portfolios for learners certificated via DCS since the previous quality assurance visit must be available to the EQA on request during the visit. This is in addition to the portfolios pre-selected for sampling by the EQA.

- All learners, including any who leave the centre following certification via DCS, must be asked to retain their portfolios and Cumulative Assessment Records (CARs) in good condition until the next EQA visit **for the qualification** claimed.

- Certificates issued under DCS must be confirmed through a quality assurance visit. If a portfolio is not available for sampling by the OCR EQA when requested or the work in the portfolio does not meet the required standards the certificate may be considered invalid. In these circumstance OCR may request the return of the certificate for withdrawal. Centres are expected to support learners to complete work to meet the standards and/or enable OCR to sample the portfolio.

- Please note that centre practice that has resulted in OCR issuing an invalid certificate is considered to be malpractice as defined in the JCQ Suspected Malpractice: Policies and Procedures document and which the Head of Centre may be required to investigate. This may result in sanctions and/or penalties being imposed on the centre and/or member(s) of staff in the centre.

- Centres must ensure that an EQA visit takes place before they close, withdraw from delivering the qualification and/or the last certification date of a qualification. All learners claimed by DCS since the last EQA visit must be included for sampling by the EQA at the final visit.

- Direct Claims Status will be withdrawn from all centres 3 months before the last certification date of a qualification or after the final EQA visit to the centre, whichever is sooner.

- The decision on whether DCS is awarded, retained or withdrawn lies with OCR. OCR reserves the right to remove DCS at any time without notice.

Direct Claim Status additional quality checks

- Your candidate claims record will be requested and reviewed by OCR (not the EQA) **as additional short notice quality checks** of DCS claims **made by centres between EQA visits**.

- Copies of your candidate claims record may be requested over the course of the year depending on the number of DCS claims which are made.

- When requested, you will need to email us a copy of the record **within three working days**.

- We will then check your candidate claims record against your DCS claims on our system and let you know if there are any issues or not.

- Please refer to the OCR criteria for verified qualifications in respect of sanctions that may be imposed if issues are identified during a short notice quality check.

3.23 Reporting suspected malpractice

It is the responsibility of the Head of Centre[1] to report all cases of suspected malpractice involving centre staff or learners. A JCQ Report of Suspected Malpractice form (JCQ/M1 for learner suspected malpractice or JCQ/M2 for staff suspected malpractice) is available to download from the JCQ website and should be completed as soon as possible and emailed to malpractice@ocr.org.uk.

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

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

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[1] This is the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, e.g. the Head Teacher or Principal of a school/college. The Head of Centre accepts full responsibility for the correct administration and conduct of OCR assessments

4   Centre assessor and quality assurance personnel requirements

This section provides information on centre assessor and quality assurance personnel requirements for verified qualifications.

4.1   Assessment Centre Requirements

The occupational knowledge and 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.

Your centre must:

- make sure there are sufficient trained or qualified personnel to assess the number of expected learners

- make sure there are sufficient trained or qualified personnel to internally quality assure for the number of learners and assessors (i.e. you must have at least one assessor and one Internal Quality Assurer (IQA) to run this qualification)

- put systems and internal quality assurance personnel in place to make sure that all assessments are valid, reliable, safe and manageable and suitable to the needs of the learner

- make sure evidence is authentic and sufficient

- make sure there is a standardisation process in place to make sure that all assessments are consistent and fair

- make sure those undertaking the roles of quality assurance and assessment maintain their skills, knowledge and understanding about assessment and quality assurance and the associated qualification

- make sure there is sufficient time to conduct effective assessment and internal quality assurance

- make sure any corrective measures, identified by OCR External Quality Assurers (EQAs) and OCR, are addressed.

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 assurances is of paramount importance. Centres must ensure that there is sufficient time to conduct effective assessment and internal quality assurance.

- Assessment decisions for criteria that must be assessed in the workplace, as identified in unit assessment requirements, must be made in a real work environment by an occupationally competent assessor.

- Assessment decisions for criteria that must be assessed in the workplace (competence based assessment criteria) must be made by an assessor with the expertise to make assessment decisions.

- Competence based assessment must include direct observation as the main source of evidence.

- Simulation may only be utilised as an assessment method for competence based assessment criteria where this is specified in the assessment requirements of the unit.

- Expert witnesses can be used for direct observation where:

  o they have occupational expertise for specialist areas, or

  o the observation is of a particularly sensitive nature.

  The use of expert witnesses should be determined and agreed by the assessor.

- Assessment of criteria not identified in the unit assessment requirements as requiring assessment in the workplace may take place in or outside of a real work environment.

- Assessment decisions for knowledge based assessment criteria must be made by an occupationally knowledgeable assessor.

Assessment decisions for knowledge based assessment criteria must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

4.2   Centre assessor responsibilities

Assessment is an activity carried out by an individual either as a specific role or as part of a wider role, for example teacher, tutor, supervisor, manager. All centre assessors must have the role of assessor identified in their role profile.

- have relevant current industry experience and competence in the occupational working area at, or above, the level being assessed. This may be evidenced through CV and references, possession of a relevant Advice and Guidance qualification, appropriate membership of a relevant professional body or Continuing Professional Development (CPD)

- have a sound understanding of the National Occupational Standards for Advice and Guidance

- hold, or be working towards, an appropriate assessor qualification (e.g. A1, CAVA, D32/33, TAQA). For those working towards an appropriate assessor qualification, it will need to be achieved within twelve months of the starting date and all decisions must be countersigned by a qualified assessor

- have direct or related relevant experience in assessment

- be committed to further training and development.

4.3   Assessment and the Data Protection Act

Centre assessors, who are responsible for assessing learners' evidence for internally assessed units, must make sure that learners know they must comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (GDPR) when they are producing work for assessment. Learners must not reference another individual's personal details in any evidence produced for assessment. It is the learner's responsibility to make sure evidence that includes another individual's personal details is anonymised.

4.4   Internal Quality Assurance Personnel (IQA)

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

All Internal Quality Assurers (IQAs) must:

- be qualified as an Internal Quality Assurer (IQA) (either V1, D34 or Award in the Internal Quality Assurance of Assessment Processes and Practice)

- be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. IQAs must also sample the assessment process and resolve differences and conflicts on assessment decisions

- ensure that assessment has been carried out by persons who are occupationally competent within the area they are assessing

- maintain their occupational knowledge by actively engaging in continuous professional development activities in order to keep up-to-date with developments within the sector.

5   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.

5.1   Claiming certificates

Certificates (unit and/or full award) issued for learners will be sent to your centre for distribution. In order to make sure that these are automatically issued, you must make sure that the OCR learner number is **always** used where a learner has already achieved one or more units. For more details refer to the OCR Administration area – Certificates.

Please ensure you carry out careful checks before making certification claims to avoid incorrect/invalid certificates being issued. Before submitting a claim, carefully check to make sure the correct units have been selected and the correct grades have been entered. You must check each certificate you receive before handing it to the learner.

5.2   Assessment review/appeals

Learners appealing against their assessor's assessment decision should follow the centre's appeal process.

If a centre wishes to appeal against the OCR EQA's assessment decision they should request that their EQA submit their appeal to the Chief EQA.

Centres can appeal against the outcome of a malpractice case and sanctions imposed due to non-compliance with the OCR criteria.

To find out more about these, please refer to OCR Administration area - Post result services.

5.3   Replacement certificates

For details on replacement certificates refer to the OCR Administration area – Certificates.

6   Qualification structure and units

6.1   Qualification structure

Learners do not have to achieve units in any particular order and tutors should tailor learning programmes to meet individual learner 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.

OCR Level 3 NVQ Certificate in Advice and Guidance

Qualification Number: 501/2154/6

To achieve this qualification, learners must achieve a total of 21 credits made up as follows:

Four mandatory units totalling 12 credits, of which 9 credits are at level 3.

Three optional units totalling 9 credits, of which 3 credits must be at Level 3.

The following tables contain the groups of mandatory and optional units:

Mandatory Units

Sector Ref	OCR Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
AG1	**1**	Establish communication with clients for advice and guidance	J/602/5138	3	3	20
AG2	**2**	Support clients to make use of the advice and guidance service	L/602/5139	3	2	20
AG15	**3**	Review own contribution to the service	Y/602/5192	3	3	20
AG30	**4**	Understand importance of legislation and procedures	R/602/5210	3	3	24

Optional Units

Sector Ref	OCR Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
AG3	**5**	Develop interactions with advice and guidance clients	F/6025140	4	3	25
AG4	**6**	Interact with clients using a range of media	J/602/5141	3	2	20
AG5	**7**	Assist advice and guidance clients to decide on a course of action	R/602/5143	3	4	20
AG6	**8**	Prepare clients through advice and guidance for the implementation of a course of action	A/602/5153	3	4	20
AG7	**9**	Assist clients through advice and guidance to review their achievement of a course of action	J/602/5172	3	4	20
AG11	**10**	Negotiate on behalf of advice and guidance clients	M/602/5182	5	5	35
AG12	**11**	Liaise with other services	T/602/5183	3	3	20
AG13	**12**	Enable advice and guidance clients to access referral opportunities	F/602/5185	3	3	20
AG14	**13**	Manage personal case load	Y/602/5189	4	4	20
AG16	**14**	Evaluate and develop own contribution to the service	H/602/5194	3	4	20
AG18	**15**	Operate within networks	F/602/5199	3	4	20
AG21	**16**	Provide and maintain information materials for use in the service	T/602/5202	3	4	15
AG22	**17**	Identify and promote the contribution of Careers Education Guidance (CEG) within the organisation	A/602/5203	4	5	30
AG25	**18**	Promote Careers Education Guidance (CEG)	J/602/5205	3	3	20
AG27	**19**	Facilitate learning in groups	R/602/5207	3	4	20
AG31	**20**	Enable learning through demonstrations and instructions	M/600/9726	3	3	13
AG32	**21**	Ensure your own actions reduce risks to health and safety	Y/600/9011	4	2	30

OCR Level 4 NVQ Diploma in Advice and Guidance

Qualification Number: 501/1901/1

To achieve this qualification, learners must achieve a total of 37 credits made up as follows:

Five mandatory units totalling 17 credits, of which 10 credits are at level 4

Optional units totalling 20 credits, of which 9 credits must be at Level 4.

The following tables contain the groups of mandatory and optional units:

Mandatory Units

Sector Ref	OCR Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
AG3	**1**	Develop interactions with advice and guidance clients	F/602/5140	4	3	25
AG14	**2**	Manage personal case load	Y/602/5189	4	4	20
AG16	**3**	Evaluate and develop own contribution to the service	H/602/5194	3	4	20
AG18	**4**	Operate within networks	F/602/5199	3	4	20
AG30	**5**	Understand importance of legislation and procedures	R/602/5210	3	3	24

Optional Units

Sector Ref	OCR Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
AG2	**6**	Support clients to make use of the advice and guidance service	L/602/5139	3	2	20
AG5	**7**	Assist advice and guidance clients to decide on a course of action	R/602/5143	3	4	20
AG6	**8**	Prepare clients through advice and guidance for the implementation of a course of action	A/602/5153	3	4	20
AG7	**9**	Assist clients through advice and guidance to review their achievement of a course of action	J/602/5172	3	4	20
AG8	**10**	Advocate on behalf of advice and guidance clients	R/602/5174	6	5	35
AG9	**11**	Prepare to represent advice and guidance clients in formal proceedings	H/602/5177	6	5	35
AG10	**12**	Present cases for advice and guidance clients in formal proceedings	M/602/5179	6	5	35

Sector Ref	OCR Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
AG11	**13**	Negotiate on behalf of advice and guidance clients	M/602/5182	5	5	35
AG12	**14**	Liaise with other services	T/602/5183	3	3	20
AG13	**15**	Enable advice and guidance clients to access referral opportunities	F/602/5185	3	3	20
AG17	**16**	Provide support for other practitioners	A/602/5198	5	4	25
AG19	**17**	Undertake research for the service and its clients	K/602/5200	5	4	40
AG20	**18**	Design information materials for use in the service	M/602/5201	4	4	25
AG21	**19**	Provide and maintain information materials for use in the service	T/602/5202	3	4	15
AG22	**20**	Identify and promote the contribution of Careers Education Guidance (CEG) within the organisation	A/602/5203	4	5	30
AG24	**21**	Integrate Careers Education Guidance (CEG) within the curriculum	F/602/5204	4	4	30
AG25	**22**	Promote Careers Education Guidance (CEG)	J/602/5205	3	3	20
AG26	**23**	Negotiate and maintain service agreements	L/602/5206	3	4	20
AG27	**24**	Facilitate learning in groups	R/602/5207	3	4	20
AG28	**25**	Prepare and set up mediation	Y/602/5208	4	4	20
AG29	**26**	Stage and manage the mediation process	D/602/5209	8	5	30
AG31	**27**	Enable learning through demonstrations and instructions	M/600/9726	3	3	13

Units can be downloaded from the OCR website www.ocr.org.uk.

7   Supporting Documentation

7.1   OCR recording documents

The recording documents for OCR Level 3 NVQ Certificate and OCR Level 4 NVQ Diploma in Advice and Guidance include:

- evidence record sheets

- witness testimonies

- witness lists

- record of unit achievement

These are available to download from the OCR website www.ocr.org.uk.

7.2   Our Professional development programme

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

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

8   Contacting us

8.1   Feedback and enquiries

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

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

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

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

8.2   Complaints

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

8.3   Useful documents and links

OCR	OCR's Administration area www.ocr.org.uk/administration/ OCR's criteria for verified qualifications What is malpractice?
JCQ	Publications at https://www.jcq.org.uk/ *Access arrangements, reasonable adjustments and special considerations* *JCQ Suspected Malpractice Policies and Procedures*
Ofqual	https://www.gov.uk/government/organisations/ofqual register.ofqual.gov.uk/

9   Glossary

Analyse	to examine in detail in order to discover meaning, essential features, etc
Apply	to devote oneself with diligence to bring into operation or use to put to practical use; utilise; employ
Assess	to judge the worth, importance, etc, of; evaluate
Calculate	to solve (one or more problems) by a mathematical procedure; compute
Carry out	to perform or cause to be implemented
Chart	to plot or outline the course of to make a detailed plan of to make a chart of
Classify	to arrange or order by classes; categorise
Collect	to gather together or be gathered together
Communicate	to impart (knowledge) or exchange (thoughts, feelings, or ideas) by speech, writing, gestures, etc
Compare	to regard or represent as analogous or similar; liken
Compile	to make or compose from other materials or sources
Complete	to make whole or perfect to end; finish
Conduct	to do or carry out
Contrast	to distinguish by comparison of unlike or opposite qualities
Contribute	to give (support, money, etc) for a common purpose or fund to supply (ideas, opinions, etc) as part of a debate or discussion
Cook	to prepare (food) by the action of heat, as by boiling, baking, etc, or (of food) to become ready for eating through such a process
Define	to state precisely the meaning of (words, terms, etc)
Deliver	to carry (goods, etc) to a destination, esp. to carry and distribute (goods, mail, etc) to several places to hand over, transfer, or surrender to produce or perform something promised or expected
Demonstrate	to show, manifest, or prove, esp. by reasoning, evidence, etc
Describe	to give an account or representation of in words
Design	to work out the structure or form of (something)
Detail	to list or relate fully to include all or most particulars
Develop	to come or bring to a later or more advanced or expanded stage; grow or cause to grow gradually
Devise	to work out, contrive, or plan (something) in one's mind
Discuss	to have a conversation about; consider by talking over; debate to treat (a subject) in speech or writing
Estimate	to form an approximate idea of (distance, size, cost, etc); calculate roughly; gauge

Evaluate	to ascertain or set the amount or value of
	to judge or assess the worth of; appraise
Examine	to look at, inspect, or scrutinise carefully, or in detail; investigate
Explain	to make (something) comprehensible, esp. by giving a clear and detailed account of the relevant structure, operation, surrounding circumstances, etc
Explore	to examine or investigate, esp. systematically
Generate	to produce or bring into being; create
Give	to present or deliver voluntarily (something that is one's own) to the permanent possession of another or others
	to impart or communicate
Identify	to prove or recognise as being a certain person or thing; determine the identity of
Illustrate	to clarify or explain by use of examples, analogy, etc
Implement	to carry out; put into action; perform
Interact	to act on or in close relation with each other
Interpret	to clarify or explain the meaning of; elucidate
Investigate	to inquire into (a situation or problem) thoroughly; examine systematically, especially in order to discover the truth
Justify	to prove or see to be just or valid; vindicate
	to show to be reasonable; warrant or substantiate
Keep	to have or retain possession of
Lead	to show the way to (an individual or a group) by going with or ahead
	to guide or be guided by holding, pulling, etc
	to phrase a question to (a witness) that tends to suggest the desired answer
Measure	to determine the size, amount, etc, of by measurement
Monitor	to observe or record (the activity or performance) of (an engine or other device)
Organise	to form (parts or elements of something) into a structured whole; co ordinate
Outline	to give the main features or general idea of
Participate	to take part, be or become actively involved, or share (in)
Perform	to carry out or do (an action)
Plan	to have in mind as a purpose
	to make a plan of (a building)
Prepare	to make ready or suitable in advance for a particular purpose or for some use, event etc
	to put together using parts or ingredients; compose or construct
	to equip or outfit
Present	to show, exhibit
	to put forward; submit
	to bring or suggest to the mind
Produce	to bring (something) into existence; yield
	to bring forth (a product) by physical or mental effort; make
Profile	to draw, write or make a profile of

Promote	to further or encourage the progress or existence of
	to raise to a higher rank, status degree etc
	to urge the adoption of; work for
	to encourage the sale of (a product) by advertising or securing financial support
Propose	**to put forward (a plan, motion, etc) for consideration or action**
Provide	to put at the disposal of; furnish or supply
Recognise	to perceive (a person, creature, or thing) to be the same as or belong to the same class as something previously seen or known; know again
Recommend	to advise as the best course or choice; counsel
Research	to carry out investigations into (a subject, problem etc)
Review	to look at or examine again
	to look back upon
Select	to choose (someone or something) in preference to another or others
Serve	to render or be of service to (a person, cause, etc); help
	to distribute or provide
Show	to make, be, or become visible or noticeable
	to indicate or explain; prove
Suggest	to put forward (a plan, idea, etc) for consideration
Summarise	to make or be a summary of; express concisely
Understand	to know and comprehend the nature or meaning of
Undertake	to contract to or commit oneself to (something) or to do (something)
Use	to put into service or action; employ for a given purpose