

OCR Level 2 Nationals in ICT

Centre Handbook

Contents

| | | |
|----------|---|-----------|
| 1 | Introduction | 4 |
| 1.1 | Documentation updates | 4 |
| 1.2 | OCR Nationals suite of qualifications | 4 |
| 1.3 | Administration arrangements for these qualifications | 5 |
| 1.4 | If centre staff have queries | 5 |
| 2 | General Information | 6 |
| 2.1 | Qualification profile | 6 |
| 2.2 | Target | 12 |
| 2.3 | Qualification aims | 12 |
| 2.4 | Entry requirements | 13 |
| 2.5 | Entry restrictions | 13 |
| 2.6 | Progression opportunities | 13 |
| 2.7 | Work experience | 14 |
| 2.8 | Supporting candidates | 14 |
| 2.9 | Wider issues | 14 |
| 2.10 | Guided learning hours | 15 |
| 2.11 | Mode of delivery | 15 |
| 2.12 | Resources | 15 |
| 2.13 | Delivery in Wales and Northern Ireland | 19 |
| 2.14 | Arrangements for candidates with access-related needs | 19 |
| 2.15 | Funding | 19 |
| 2.16 | Results enquiries and appeals | 20 |
| 2.17 | Centre malpractice guidance | 20 |
| 2.18 | Work-related experience | 20 |
| 2.19 | How work-related experience may be organised | 20 |
| 3 | Assessment | 22 |
| 3.1 | Assessment | 22 |
| 3.2 | Allocation of resources | 23 |
| 3.3 | Generation and collection of evidence | 23 |
| 3.4 | Centre-devised assignments and projects | 24 |
| 3.5 | Sufficiency of evidence and collaboration | 24 |
| 3.6 | Authentication | 24 |
| 3.7 | Simulation | 25 |
| 3.8 | Assessment and grading of evidence | 25 |
| 3.9 | Internal moderation and sampling strategies | 28 |
| 3.10 | Sampling guidance | 28 |
| 3.11 | External moderation | 28 |
| 3.12 | Retention of centre records | 29 |
| 4 | Certification | 30 |
| 4.1 | Grading | 30 |
| 4.2 | Claiming certificates | 32 |
| 4.3 | Replacement certificates | 32 |
| 4.4 | Changes to candidate registration | 33 |
| 4.5 | Moving up | 33 |
| 4.6 | Transfers | 33 |

| | | |
|-----------|--|------------|
| 5 | Qualification Structure | 34 |
| 5.1 | Qualification structure | 34 |
| 5.2 | Unit format | 35 |
| 6 | Administration Arrangements | 37 |
| 6.1 | Overview of full process | 37 |
| 6.2 | How to gain centre approval | 38 |
| 6.3 | How to enter candidates | 38 |
| 6.4 | How to request a visit from an OCR Visiting Moderator | 38 |
| 6.5 | How to prepare for moderation visit | 39 |
| 6.6 | How to make an enquiry about results or appeal against a result | 39 |
| 6.7 | Administrative documentation | 39 |
| 7 | Supporting Documentation | 40 |
| 7.1 | OCR model assignments (Units 1, 2, 7 and 21) | 40 |
| 7.2 | Tracking and recording documentation | 40 |
| 8 | Model Assignments | 64 |
| 9 | Guidance for Candidates | 65 |
| 9.1 | What are the OCR Level 2 Nationals in ICT? | 65 |
| 9.2 | What do I have to do to achieve these qualifications? | 65 |
| 9.3 | What if I cannot complete enough units needed for a full award? | 67 |
| 9.4 | How do I know that these qualifications are right for me? | 67 |
| 9.5 | What is evidence? | 67 |
| 9.6 | How much evidence do I need? | 68 |
| 9.7 | What happens to my evidence? | 68 |
| 9.8 | Where do I keep my evidence? | 68 |
| 9.9 | How much help can I get? | 68 |
| 9.10 | Who are Internal and Visiting Moderators? | 69 |
| 9.11 | How do I keep track of my achievements? | 69 |
| 9.12 | Can my evidence for these qualifications count towards Key Skills? | 69 |
| 9.13 | Finally | 69 |
| 10 | Key Skills Signposting | 74 |
| 11 | Mapping | 75 |
| 11.1 | National occupational standards mapping | 75 |
| 11.2 | Key Stage 4 National Curriculum in ICT mapping | 84 |
| 11.2 | Mapping to other OCR qualifications | 89 |
| 11.3 | Links with other units | 97 |
| 12 | Further Support and Information | 98 |
| 12.1 | General enquiries | 98 |
| 12.2 | Entry forms and entry enquiries | 98 |
| 12.3 | Results enquiries | 98 |
| 12.4 | Customer Feedback | 99 |
| 12.5 | OCR Training Events | 99 |
| 12.6 | OCR Publications | 99 |
| 12.7 | Publications | 100 |
| 13 | Glossary | 101 |

1 Introduction

This Centre Handbook provides information for centre staff involved in the planning, delivery, assessment or moderation of the following qualifications which have been accredited onto the National Qualifications Framework (NQF) at Level 2 and are part of the OCR Nationals suite of qualifications:

OCR Level 2 National First Award in ICT

06324

OCR Level 2 National Award in ICT

06325

OCR Level 2 National First Certificate in ICT

06299

OCR Level 2 National Certificate in ICT

06276

It is important that centre staff involved in the delivery, assessment or moderation of the above qualifications understand the requirements laid down in this handbook. Centres should therefore ensure that staff have access to this publication.

An electronic copy of this handbook is provided on CD Rom free to all centres on centre approval. It is also available to download from our website: www.ocr.org.uk.

1.1 Documentation updates

The information provided in this Centre Handbook was correct at the time of production. Occasionally OCR may update this information. Please refer to the updates section of the relevant qualification on our website: www.ocr.org.uk for details regarding amendments made to this handbook. For your convenience, the latest amended version of this handbook is available electronically for downloading from our website: www.ocr.org.uk.

1.2 OCR Nationals suite of qualifications

The OCR Nationals suite of qualifications provides candidates with high quality, industry-relevant qualifications geared to the specific requirements of key sectors. They are vocationally-related qualifications that provide valuable opportunities for individuals to develop skills and gain underpinning knowledge and understanding which will support entry into work or progression to further studies through Further Education or Higher Education. The OCR Nationals are attractive, practically-based qualifications intended to stimulate and interest candidates. They support achievement of Key Skills and relate to national occupational standards thereby providing an ideal progression to National Vocational Qualifications (NVQs) once individuals are in suitable employment.

1.3 Administration arrangements for these qualifications

A separate publication, the *Administrative Guide to OCR Nationals* (code A028), provides full details of the administration arrangements for these qualifications. The administrative guide is issued free on centre approval and is available on our website: www.ocr.org.uk.

1.4 If centre staff have queries

This Centre Handbook and the *Administrative Guide to OCR Nationals* (code A028) contain all the information needed to deliver, assess, moderate and administer these qualifications. If centre staff have any queries about these qualifications that are not answered in these publications, they should refer to the section **Further support and information** for details of who to contact for further support.

2 General Information

2.1 Qualification profile

| | | | | |
|---|---|-------|----------------------|-----|
| Title | OCR Level 2 National First Award in ICT | | | |
| OCR code | 06324 | | | |
| Level | This qualification has been accredited onto the National Qualifications Framework (NQF) at Level 2. | | | |
| QAN | 100/6211/7 (Qualification Accreditation Number) | | | |
| Age group approved | Pre-16 | 16-18 | 18+ | 19+ |
| | ✓ | ✓ | ✓ | ✓ |
| This qualification is suitable for | Those studying in preparation for employment in the Information and Communication Technology sector particularly in job roles where they will be expected to use ICT skills, liaise with users and carry out ICT support roles. This qualification is also suitable for those wishing to gain a Level 2 qualification to support further study in FE and provides a progression route to the OCR Level 2 National Award in ICT. | | | |
| Entry requirements | There are no formal entry requirements for this qualification. | | | |
| Qualification structure | In order to achieve this qualification, candidates must achieve the mandatory unit (Group A) plus one optional unit from Group C. | | | |
| Assessment and grading | All units are centre-assessed and externally moderated by OCR. There are no timetabled exams for this qualification; candidates may complete units at a time that suits the centre. The full award and units from this qualification are graded as Pass, Merit or Distinction. | | | |
| Funding | <p>This qualification has been accredited onto the NQF and, as such, is eligible for public funding. When seeking public funding, centres will need to provide the Qualification Accreditation Number (QAN) shown above.</p> <p>For information on qualifications approved by the Secretary of State see the DfES websites: http://www.dfes.gov.uk/section 96 http://www.dfes.gov.uk/section 97</p> | | | |
| Performance figures | For information on this qualification's contribution to performance measurement please see QCA's OpenQUALS database: http://www.openquals.org.uk | | | |
| National occupational standards | This qualification relates to national occupational standards in the following areas: IT User, IT Professional, Contact Centres and Telecommunications. Mapping to the relevant standards is provided within the Centre Handbook. | | | |
| Key Skills | Signposting to Key Skills is provided within the Centre Handbook | | | |
| Last entry date* | 31 August 2009 | | Revised date: | |
| Last certification date* | 31 August 2011 | | Revised date: | |

*OCR will inform centres of changes to these dates. All centre records must be updated accordingly.

2.1 Qualification profile (continued)

| | | | | |
|---|--|----------------------|-----|-----|
| Title | OCR Level 2 National Award in ICT | | | |
| OCR code | 06325 | | | |
| Level | This qualification has been accredited onto the National Qualifications Framework (NQF) at Level 2. | | | |
| QAN | 100/6209/9 (Qualification Accreditation Number) | | | |
| Age group approved | Pre-16 | 16-18 | 18+ | 19+ |
| | ✓ | ✓ | ✓ | ✓ |
| This qualification is suitable for | Those studying in preparation for employment in the Information and Communication Technology sector particularly in job roles where they will be expected to use ICT skills, liaise with users and carry out ICT support roles. This qualification is also suitable for those wishing to gain a Level 2 qualification to support further study in FE and provides a progression route to the OCR Level 2 National First Certificate in ICT. | | | |
| Entry requirements | There are no formal entry requirements for this qualification. | | | |
| Qualification structure | To achieve this qualification a candidate needs to pass: <ul style="list-style-type: none"> the mandatory unit (Group A) plus two optional units from Group B or <ul style="list-style-type: none"> the mandatory unit (Group A) plus one optional unit from Group B plus two optional units from Group C. | | | |
| Assessment and grading | All units are centre-assessed and externally moderated by OCR. There are no timetabled exams for this qualification; candidates may complete units at a time that suits the centre. The full award and units from this qualification are graded as Pass, Merit or Distinction. | | | |
| Funding | This qualification has been accredited onto the NQF and, as such, is eligible for public funding. When seeking public funding, centres will need to provide the Qualification Accreditation Number (QAN) shown above. For information on qualifications approved by the Secretary of State see the DfES websites: http://www.dfes.gov.uk/section 96 http://www.dfes.gov.uk/section 97 | | | |
| Performance figures | For information on this qualification's contribution to performance measurement please see QCA's OpenQUALS database: http://www.openquals.org.uk | | | |
| National occupational standards | This qualification relates to national occupational standards in the following areas: IT User, IT Professional, Contact Centres and Telecommunications. Mapping to the relevant standards is provided within the Centre Handbook. | | | |
| Key Skills | Signposting to Key Skills is provided within the Centre Handbook | | | |
| Last entry date* | 31 August 2009 | Revised date: | | |
| Last certification date* | 31 August 2011 | Revised date: | | |

*OCR will inform centres of changes to these dates. All centre records must be updated accordingly.

2.1 Qualification profile (continued)

| | | | | |
|---|---|-------|-----|-----|
| Title | OCR Level 2 National First Certificate in ICT | | | |
| OCR code | 06299 | | | |
| Level | This qualification has been accredited onto the National Qualifications Framework (NQF) at Level 2. | | | |
| QAN | 100/6212/9 (Qualification Accreditation Number) | | | |
| Age group approved | Pre-16 | 16-18 | 18+ | 19+ |
| | ✓ | ✓ | ✓ | ✓ |
| This qualification is suitable for | Those studying in preparation for employment in the Information and Communication Technology sector particularly in job roles where they will be expected to use ICT skills, liaise with users and carry out ICT support roles. This qualification is also suitable for those wishing to gain a Level 2 qualification to support further study in FE and provides a progression route to the OCR Level 2 National Certificate in ICT. | | | |
| Entry requirements | There are no formal entry requirements for this qualification. | | | |
| Qualification structure | <p>To achieve this qualification a candidate needs to pass:</p> <ul style="list-style-type: none"> the mandatory unit (Group A) plus three optional units from Group B plus one optional unit from Group C <p>or</p> <ul style="list-style-type: none"> the mandatory unit (Group A) plus two optional units from Group B plus three optional units from Group C. | | | |
| Assessment and grading | All units are centre-assessed and externally moderated by OCR. There are no timetabled exams for this qualification; candidates may complete units at a time that suits the centre. The full award and units from this qualification are graded as Pass, Merit or Distinction. | | | |
| Funding | <p>This qualification has been accredited onto the NQF and, as such, is eligible for public funding. When seeking public funding, centres will need to provide the Qualification Accreditation Number (QAN) shown above.</p> <p>For information on qualifications approved by the Secretary of State see the DfES websites: http://www.dfes.gov.uk/section 96 http://www.dfes.gov.uk/section 97</p> | | | |
| Performance figures | For information on this qualification's contribution to performance measurement please see QCA's OpenQUALS database: http://www.openquals.org.uk | | | |
| National occupational standards | This qualification relates to national occupational standards in the following areas: IT User, IT Professional, Contact Centres and Telecommunications. Mapping to the relevant standards is provided within the Centre Handbook. | | | |

| | | |
|---------------------------------|--|----------------------|
| Key Skills | Signposting to Key Skills is provided within the Centre Handbook | |
| Last entry date* | 31 August 2009 | Revised date: |
| Last certification date* | 31 August 2011 | Revised date: |

*OCR will inform centres of changes to these dates. All centre records must be updated accordingly.

2.1 Qualification profile (continued)

| | | | | |
|---|--|-------|-----|-----|
| Title | OCR Level 2 National Certificate in ICT | | | |
| OCR code | 06276 | | | |
| Level | This qualification has been accredited onto the National Qualifications Framework (NQF) at Level 2. | | | |
| QAN | 100/6210/5 (Qualification Accreditation Number) | | | |
| Age group approved | Pre-16 | 16-18 | 18+ | 19+ |
| | ✓ | ✓ | ✓ | ✓ |
| This qualification is suitable for | Those studying in preparation for employment in the Information and Communication Technology sector particularly in job roles where they will be expected to use ICT skills, liaise with users and carry out ICT support roles. This qualification is also suitable for those wishing to gain a Level 2 qualification to support further study in FE or in the workplace. | | | |
| Entry requirements | There are no formal entry requirements for this qualification. | | | |
| Qualification structure | <p>To achieve this qualification a candidate needs to pass:</p> <ul style="list-style-type: none"> • the mandatory unit (Group A) plus five optional units from Group B <p>or</p> <ul style="list-style-type: none"> • the mandatory unit (Group A) plus four optional units from Group B plus two optional units from Group C <p>or</p> <ul style="list-style-type: none"> • the mandatory unit (Group A) plus three optional units from Group B plus four optional units from Group C. | | | |
| Assessment and grading | All units are centre-assessed and externally moderated by OCR. There are no timetabled exams for this qualification; candidates may complete units at a time that suits the centre. The full award and units from this qualification are graded as Pass, Merit or Distinction. | | | |
| Funding | <p>This qualification has been accredited onto the NQF and, as such, is eligible for public funding. When seeking public funding, centres will need to provide the Qualification Accreditation Number (QAN) shown above.</p> <p>For information on qualifications approved by the Secretary of State see the DfES websites: http://www.dfes.gov.uk/section 96 http://www.dfes.gov.uk/section 97</p> | | | |
| Performance figures | For information on this qualification's contribution to performance measurement please see QCA's OpenQUALS database: http://www.openquals.org.uk | | | |
| National occupational standards | This qualification relates to national occupational standards in the following areas: IT User, IT Professional, Contact Centres and Telecommunications. Mapping to the relevant standards is provided within the Centre Handbook. | | | |

| | | |
|---------------------------------|--|----------------------|
| Key Skills | Signposting to Key Skills is provided within the Centre Handbook | |
| Last entry date* | 31 August 2009 | Revised date: |
| Last certification date* | 31 August 2011 | Revised date: |

*OCR will inform centres of changes to these dates. All centre records must be updated accordingly.

2.2 Target

These qualifications are typically (although not exclusively) aimed at young people aged 14-19 in full-time further education who are seeking a career in Information and Communication Technology or wishing to further their studies at Level 2 of the National Qualifications Framework (NQF).

More mature learners wishing to make a fresh start on a course that prepares them for further learning or work involving Information and Communication Technology related activities are equally served by these qualifications.

Individual units within these qualifications can be entered and certificated separately allowing flexibility to offer individual units alongside other programmes of learning. Candidates have the option of achieving as many or as few units as are appropriate for their own learning needs or employment situation.

These qualifications will be particularly suitable for those who wish to study in preparation for (or alongside) employment in job roles where they will be expected to use IT and communication skills, liaise with customers and carry out ICT operational roles.

2.3 Qualification aims

The OCR Level 2 Nationals in ICT have been developed to recognise candidates' skills, knowledge and understanding of Information and Communication Technology functions, environments and operations. They have been designed to accredit candidates' achievements in a modern and practical way that is relevant to the workplace. They do not certificate competence on the job but are work-related qualifications which will support progression to an NVQ once a candidate is in the workplace.

These qualifications specifically aim to:

- 1 develop candidates' knowledge and understanding of the Information and Communication Technology sector
- 2 develop candidates' skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing their employability within the Information and Communication Technology sector
- 3 develop candidates' ability to work autonomously and effectively in an Information and Communication Technology context
- 4 enable candidates to develop knowledge and understanding in specialist areas of Information and Communication Technology, and demonstrate the skills needed to participate in the operation and development of ICT specific or ICT non-specific business organisations
- 5 encourage progression by assisting in the development of skills, knowledge and understanding that candidates will need to access further or higher education programmes or occupational training on a full-time or part-time basis
- 6 encourage progression by assisting in the development of skills, knowledge and understanding that candidates will need to enter employment or enhance their current employment status
- 7 promote interaction between employers, centres and candidates by relating teaching and assessment to real organisations.

2.4 Entry requirements

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 their requirements and match them to the needs and capabilities of individual learners before entering them as candidates for one of these qualifications. There is no requirement for candidates to achieve a Level 1 qualification before progressing onto these awards although, as a general guide, candidates with qualification profiles comparable to Level 1 of the National Qualifications Framework (NQF) will normally be at a level suitable for entry onto a programme leading to one of these qualifications. Individuals should be considered equally for entry whether they hold certificates easily recognisable against the NQF or present more varied profiles for consideration.

2.5 Entry restrictions

There are no restrictions on candidate entry for the full award. However, these qualifications contain a career planning unit and a work experience unit as choices within the optional list of units. For the purpose of the full certificates, only one of these units will count towards a full qualification. If candidates choose to complete both of these units, one will count towards achievement of the full certificate, the other will be recognised on a unit certificate but will not count towards the full awards.

2.6 Progression opportunities

Progression into employment

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

For example, a candidate achieving an OCR Level 2 National Certificate in ICT may:

- enter employment at an operative level, eg desktop support.
- enter employment and undertake a related NVQ at a level appropriate to the job role, eg NVQ for IT Users/Practitioners
- enter employment and undertake other related occupational qualifications.

Progression to further qualifications

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

For example, a candidate achieving an OCR Level 2 National Certificate in ICT may:

- undertake additional Level 2 qualifications part-time or full-time in further education, eg OCR Level 2 National Certificate in another sector area, GCSEs

- undertake additional Level 3 qualifications part-time or full-time in further education, eg GCSE Level ICT, AS/A Level GCE ICT/Computing.

2.7 Work experience

We have not made work experience a mandatory requirement of these qualifications (although it is strongly recommended) because we accept the difficulties some candidates and centres have in gaining local access to a workplace. Optional Unit 12 caters for those who wish to have their work experience recognised within these qualifications.

2.8 Supporting candidates

Centres should ensure that candidates are informed of the title of the qualification they have been entered for and that OCR is the awarding body for their chosen qualification. To assist centres in their support of candidates, copies of candidate handouts are provided in the section **Guidance for candidates**. This guidance is optional for issue and may be photocopied or adapted to suit the needs of candidates and centres.

Assessors (or other centre staff) should provide guidance on what needs to be included as evidence and should help candidates plan their evidence collection. Assessors can explain what they will be looking for when they are assessing the work and it is expected that candidates will receive feedback on work-in-progress but this feedback must not extend to assisting in the completion of tasks, writing of text or detailed instructions on how to do the work.

2.9 Wider issues

These qualifications provide potential for centres to develop candidates' understanding of spiritual, moral, ethical, legislative, economic, social and cultural issues and heighten candidates' awareness of sustainable development, health and safety considerations and European developments consistent with international agreements.

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

Teachers and tutors delivering a course in ICT that supports these specifications would have opportunities to address spiritual, moral, ethical, legislative, economic, social and cultural issues throughout all units in the exploration of issues such as: individual responsibility, group/team responsibility, business' social responsibilities, individual responsibilities towards the customer, courtesy and protocols in dealing with colleagues and customers, security and confidentiality of information.

Environmental issues, health and safety considerations and European developments

Teachers and tutors delivering a course in ICT that supports these specifications would have opportunities to address health and safety issues through Units 15: System testing and maintenance, and 16: Repair and decommission IT equipment. The issue of safe working practice should be explored through the contexts of teamwork, maintaining one's own work environment and working with procedures.

Environmental issues could be explored in Unit 16 when covering the procedures for decommissioning equipment.

2.10 Guided learning hours

The time it will take a candidate to complete one of these qualifications will depend on a number of things, for instance, mode of study (ie whether full-time or part-time) and level of knowledge or experience on entry onto the programme of study. As a general guide, the units in these qualifications are likely to require approximately 30 or 60 guided learning hours (glh) depending on the selected optional units.

If candidates complete the OCR Level 2 National First Award in ICT, 90 glh are likely to be required.

If candidates complete the OCR Level 2 National Award in ICT, 180 glh are likely to be required.

If candidates complete the OCR Level 2 National First Certificate in ICT, 270 glh are likely to be required.

If candidates complete the OCR Level 2 National Certificate in ICT, 360 glh are likely to be required.

2.11 Mode of delivery

OCR does not specify the mode of study or specify a time limit for the achievement of these qualifications other than the expiry dates for entry and certification laid down by the regulatory authorities and detailed in the qualification profiles.

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

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

2.12 Resources

These qualifications are designed to prepare candidates for employment or further study in the Information and Communication Technology sector. The physical resources needed to support delivery and assessment should normally be of industry standard. As a minimum, the following resources are required for the delivery and assessment of these qualifications.

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

It is assumed that candidates will have access to computer facilities including internet access as well as library-based resources.

In some units there are specific resources to which candidates must have access in order to achieve the assessment objectives. These are listed below. If a unit is not listed, it has no specific resource requirements.

All units require access to basic Office applications such as a word-processor. Some units require access to the internet using a web browser.

| Unit number and title | Resources required |
|---|---|
| Unit 1: ICT skills for business | <p>Software</p> <ul style="list-style-type: none"> • Standard OS (eg Windows, OS X) • Web browser (eg Internet Explorer, Netscape, Firefox, Opera) • Email software (eg Outlook, Eudora, any web-based client) • Presentation software (eg PowerPoint, Matchware Mediator) • Word-processing software (eg Word, Lotus WordProf) OR DTP software (eg Publisher, Serif PagePlus) • Spreadsheet software (eg Excel, Lotus 1-2-3) • Database software (eg Access, Filemaker) <p>Resources</p> <ul style="list-style-type: none"> • No additional non-ICT resources needed |
| Unit 2: Webpage creation | <p>Software</p> <ul style="list-style-type: none"> • Web-authoring software (eg Dreamweaver, FrontPage, Serif WebPlus, Netscape Composer, NVU) <p>Resources</p> <ul style="list-style-type: none"> • No additional non-ICT resources needed |
| Unit 3: Digital imaging – plan and produce computer graphics | <p>Software</p> <ul style="list-style-type: none"> • Graphics software (eg Fireworks, Serif DrawPlus and PhotoPlus, Photoshop, Paintshop Pro) <p>Resources (optional)</p> <ul style="list-style-type: none"> • Digital camera • Scanner • Clip-art library on CD Rom or on WWW |
| Unit 4: Design and produce multimedia products | <p>Software</p> <ul style="list-style-type: none"> • Multimedia software (eg PowerPoint, Matchware Mediator, Flash) <p>Resources (optional)</p> <ul style="list-style-type: none"> • Digital camera • Digital camcorder • Digital sound recorder • Scanner |
| Unit 5: Desktop publishing | <p>Software</p> <ul style="list-style-type: none"> • DTP software (eg Publisher, Serif PagePlus) <p>Resources</p> <ul style="list-style-type: none"> • No additional non-ICT resources needed |
| Unit 6: Spreadsheets – design and use | <p>Software</p> <ul style="list-style-type: none"> • Spreadsheet software (eg Excel, Lotus 1-2-3) <p>Resources</p> <ul style="list-style-type: none"> • No additional non-ICT resources needed |

| Unit number and title | Resources required |
|--|---|
| Unit 7: Databases – design and use | Software <ul style="list-style-type: none"> • Relational database software (eg Access, Filemaker) Resources <ul style="list-style-type: none"> • No additional non-ICT resources needed |
| Unit 8: Technological innovation and e-commerce | Software <ul style="list-style-type: none"> • No specialist software required Resources <ul style="list-style-type: none"> • No additional non-ICT resources needed |
| Unit 9: Customer support | Software <ul style="list-style-type: none"> • Software to allow the creation and testing of routine and complex automated procedures Resources <ul style="list-style-type: none"> • Access to a business or case study • Access to technical information (eg manuals, online technical resources, helplines, technical publications) |
| Unit 10: Planning and supporting telecommunications | Software <ul style="list-style-type: none"> • No specialist software required Resources <ul style="list-style-type: none"> • Access to a business or case study |
| Unit 11: Career planning for IT | Software <ul style="list-style-type: none"> • No specialist software required Resources <ul style="list-style-type: none"> • Access to sources of information on career areas within the IT sector (eg personal advisers, Connexions, library, WWW, employers, job centre, job advertisements, adults in employment) |
| Unit 12: Work experience in IT | Software <ul style="list-style-type: none"> • No specialist software required Resources <ul style="list-style-type: none"> • Work experience placement in a business that specifically uses ICT |
| Unit 13: IT systems and user needs | Software <ul style="list-style-type: none"> • Access to configure an Operating System (eg Windows, OS X, Virtual PC) • Access to configure applications software (eg Office software, Virtual PC) Resources <ul style="list-style-type: none"> • No additional non-ICT resources needed |
| Unit 14: Installation of applications | Software <ul style="list-style-type: none"> • No specialist software required Resources <ul style="list-style-type: none"> • Access to software that can be installed and configured on an existing computer system (stand-alone or networked) • Associated documentation (eg licence, annual, means of registration) |

| Unit number and title | Resources required |
|--|---|
| Unit 15: System testing and maintenance | <p>Software (optional)</p> <ul style="list-style-type: none"> • Anti-virus software • Hardware testing software • System monitoring software <p>Resources</p> <ul style="list-style-type: none"> • No additional non-ICT resources needed |
| Unit 16: Repair and decommission of IT equipment | <p>Software</p> <ul style="list-style-type: none"> • Diagnosis tools (eg POST analysis tools, disk analysis tools, disk drive testing software, software testing suites, peripheral testing software) <p>Resources</p> <ul style="list-style-type: none"> • Diagnosis tools (eg multimeter, signal generator, appliance tester) • Access to IT equipment that can be dismantled and reassembled |
| Unit 17: CAD and CAM | <p>Software</p> <ul style="list-style-type: none"> • CAD software (eg Techsoft 2D design, Pro Desktop, ArtCAM) <p>Resources (optional)</p> <ul style="list-style-type: none"> • CAM equipment (eg Denford Microrouter, Roland plotter/vinyl cutter) |
| Unit 18: Application of computer control | <p>Software</p> <ul style="list-style-type: none"> • Control simulation software (eg Logicator, Keylink) <p>Resources (optional)</p> <ul style="list-style-type: none"> • SMART boxes (eg traffic lights) |
| Unit 19: Application of data logging | <p>Software</p> <ul style="list-style-type: none"> • Data logging program (eg Datadisc PT) <p>Resources</p> <ul style="list-style-type: none"> • Dedicated data loggers (eg Logbook ML) • Sensors (eg temperature, light, pH, sound, dissolved oxygen, light gates, magnetic field strength, position, force, pressure, angular position, distance, ECG, current, humidity, pulse) • Standard laboratory equipment (to conduct experiments) |
| Unit 20: Creating animation for the WWW using ICT | <p>Software</p> <ul style="list-style-type: none"> • Animation software (eg Flash, Serif DrawPlus, Fireworks) <p>Resources (optional)</p> <ul style="list-style-type: none"> • Digital camera • Digital camcorder • Digital sound recorder |
| Unit 21: Creating computer graphics | <p>Software</p> <ul style="list-style-type: none"> • Graphics software (eg Fireworks, Serif DrawPlus and PhotoPlus, Photoshop, Paintshop Pro) <p>Resources</p> <ul style="list-style-type: none"> • No additional non-ICT resources needed |

| Unit number and title | Resources required |
|--------------------------------------|--|
| Unit 22: Creating sound using ICT | Software <ul style="list-style-type: none"> • Audio editing software (eg Audacity, Sound Recorder) Resources <ul style="list-style-type: none"> • Digital sound recorder |
| Unit 23: Creating video | Software <ul style="list-style-type: none"> • Video editing software (eg MovieMaker, Serif MoviePlus, iMovie) Resources <ul style="list-style-type: none"> • Digital camcorder |

In addition, each unit will contain guidance on the resources required. Staff conducting the assessment of these qualifications must understand fully the requirements of these awards.

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

2.13 Delivery in Wales and Northern Ireland

The specification for these qualifications has been approved by DELLS for use by centres in Wales and by CCEA for use by centres in Northern Ireland.

Candidates 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 candidates may apply whatever is appropriate to their own situation.

We will provide specifications, assessments and supporting documentation in English. Assessment for these qualifications is in English.

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

2.14 Arrangements for candidates with access-related needs

We aim to make sure that all candidates are given equal opportunity to demonstrate their attainment. Full details of the arrangements available for candidates with special assessment needs are contained in our booklet *Access to Vocational Assessment: NVQs, Vocationally-Related Qualifications (VRQs) and Other Vocational Qualifications. Regulations and Guidance relating to Candidates with Particular Requirements* (code L016).

2.15 Funding

These qualifications are accredited at Level 2 of the National Qualifications Framework and are eligible for funding under Section 96 and/or 97 arrangements. Should you require any more information on funding please contact The Learning and Skills Council.

2.16 Results enquiries and appeals

Please refer to the *Administrative Guide to OCR Nationals* (code A028).

2.17 Centre malpractice guidance

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

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

Further information is contained in the publication *Guidelines for Dealing with Cases of Malpractice* (code R322) which is available from the OCR Customer Contact Centre: 024 76 851509.

2.18 Work-related experience

Centres will decide if work experience or work placement is to be an integral part of their OCR Level 2 Nationals programme. It is not a compulsory part of these qualifications. However, it is strongly recommended that some work-related experience be undertaken.

Work experience will enable candidates to have the opportunity to access Information and Communication Technology settings and to meet Information and Communication Technology professionals. It is recommended that, where possible, opportunities are provided for candidates to access Information and Communication and Technology work settings.

Work placements are often difficult to find as so many places are being sought by candidates following other courses, for example, NVQs and other vocational programmes. Centres need to make decisions about when in the programme work experience/work placement may be appropriate.

2.19 How work-related experience may be organised

Timetabling lessons

Some of the lessons may be organised in 'double periods' that back on to a lunch hour or break time. This enables visits to be arranged to Information and Communication Technology organisations or organisations with substantial Information and Communication Technology departments within the lesson and gives time for the candidates to get back without missing other lessons.

* The Head of Centre is defined as the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, eg 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.

Organising visits

When organising visits to organisations make sure all statutory rules relating to visits are covered as well as meeting the centre's own regulations.

Work experience

Liaise with the work experience co-ordinator to establish if candidates could be placed in appropriate organisations. Some candidates may have part-time employment that can be utilised, while others may have parents who work in this sector who can help to provide opportunities for work experience.

Activities week

An activities week or similar could be used to place candidates in work experience placements. This means that staff would be available to visit the candidates in the workplace.

Post-16 candidates

Sometimes post-16 candidates have two-hour blocks for study time. These could be used for work experience/work placement. This will probably mean planning individual time with the candidate and the placement.

3 Assessment

3.1 Assessment

Each unit within these specifications is designed around the principle that candidates will build a portfolio of evidence relating to progression towards meeting the unit assessment objectives.

The unit assessment objectives reflect the demands of the learning outcomes for each unit.

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

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

Centres should consider carefully the implications of candidates contacting organisations freely, and should examine management of such contact, in order that candidates receive the best possible information, and that certain important vocational contacts are not repeatedly asked for the same information from different candidates.

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

Key features of the assessment of these qualifications are:

- Assessment of all units can take place at a time to suit candidates and centres. There are no timetabled exams required.
- Tutors and assessors can draw on real work-based opportunities for candidates to generate evidence. This approach has been found to motivate candidates and increase the likelihood of them staying on the programme. Even where work-based activities are limited; these qualifications are designed to enable candidates to generate assessment evidence in a vocationally-relevant context.
- Performance at unit level is graded holistically, as Pass, Merit or Distinction, recognising that candidates may perform better in meeting the requirements of some objectives more than others.
- All units are centre-assessed and externally moderated by an OCR Visiting Moderator.

Centres should consider the following in relation to the assessment and moderation of candidates' work:

- Allocation of resources including assessors and internal moderators
- Generation and collection of evidence
- Assessment and grading of evidence
- Internal moderation and sampling strategies
- External moderation
- Retention of centre records.

3.2 Allocation of resources

Centres should ensure that appropriate physical resources are available in line with guidance provided in this handbook. In addition, the centre must ensure that appropriately qualified assessors are appointed to assess candidates against the requirements of these qualifications.

An assessor may be the candidate's tutor/teacher 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.

Centres must also ensure that sufficient resources are allocated to the internal moderation of assessment decisions relating to these qualifications. In many cases centres will already have systems in place to quality assure internal activities. Further guidance on internal moderation is provided below.

3.3 Generation and collection of evidence

Evidence generated by each candidate 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 objective 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 candidate'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 candidate performance by the assessor whilst the candidate is undertaking activities. An example of an Observation/Witness Statement is included in the section **Supporting documentation** for use by assessors.

Statements from witnesses – written or oral accounts of a candidate'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 candidate doing. It is the candidate'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 candidate – a written or verbal account by the candidate of specific incidents or situations. All personal statements made by candidates must be authenticated.

Candidates 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 objective on more than one unit, the candidate 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 candidates 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. A master Evidence Record Sheet is included in the section **Supporting documentation**.

3.4 Centre-devised assignments and projects

Each assessment objective is a discrete area of assessment, however, some assessment objectives may relate to others in various ways. Several assessment objectives may relate to an investigation of an organisation, or one assessment objective may extend the use of information sourced as part of another. Centres may therefore find it useful to produce their own assignments for candidates, which provide a context in which candidates can operate, or which set out tasks which can be undertaken to meet the requirements of the assessment objectives, and their associated skills, knowledge and understanding.

Activities should enable candidates to produce evidence that directly relates to the assessment objectives and allows all candidates to demonstrate their achievements across the full range of grades, ie Pass, Merit and Distinction. Centres are encouraged to provide candidates with assessment objectives and their associated grade descriptors to maximise their understanding of what is expected of them and the evidence they produce.

3.5 Sufficiency of evidence and collaboration

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

3.6 Authentication

Assessors must be confident that the work they assess is the candidate's own. This does not mean that a candidate 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 candidate's work.

Wherever possible, assessors should discuss work-in-progress with candidates. This will not only ensure 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.

Candidates 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 candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The candidate section of this handbook provides some guidance on referencing and reminds candidates that the work they submit must be their own and that they may be asked to sign a

declaration to this effect. Centres should reinforce this message to ensure candidates understand what is expected of them.

Please note:

Centres must confirm to OCR that the evidence produced by candidates is authentic. The Centre Authentication Form provided in this handbook (see **Supporting documentation** section) includes a declaration for assessors to sign. It is a requirement of the QCA Common Criteria for all Qualifications that proof of authentication is received.

3.7 Simulation

Wherever possible centres should generate evidence from the real work environment, where it is not possible to produce evidence in this way, assessment objectives 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 Information and Communication Technology 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 candidates 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 Moderator 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.

3.8 Assessment and grading of evidence

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

Grading

Within each unit OCR has produced grade descriptors which exemplify the typical performance of a candidate operating at the grade level described for the unit portfolio as a whole.

When awarding a grade, centre assessors must utilise the following elements when formulating their grading decision:

- 1 The degree to which the candidate has met the requirements of each assessment objective. When grading across a whole unit portfolio of evidence, candidates may perform better in meeting the requirement of some objectives than others. This performance will be dependent on the level of the command language in the objective (eg describe, explain, suggest, justify), the context of the assessment, and the mode of assessment (written, oral etc).
- 2 The unit grade descriptors, which provide indications of the required level and breadth of evidence to be assessed against particular grade outcomes.

A Pass grade will be awarded if the evidence presented meets at least the minimum requirements of the assessment objectives as specified by the Pass grade descriptor.

A Merit grade will be awarded if the evidence presented provides a closer match to the Merit grade descriptor than to the Pass grade descriptor.

A Distinction grade will be awarded if the evidence presented provides a closer match to the Distinction grade descriptor than to the Merit grade descriptor.

Methods of assessment

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

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

Valid

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

Validity can also be compromised if a candidate does not understand what is required of them. For example, one valid method of assessing a candidate's knowledge and understanding is to question them. If the questions posed are difficult for the candidate 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 equal opportunities policy as evidence towards a candidate's understanding of the how the equal opportunities policy operates within the organisation. It would be more appropriate for the candidate to incorporate the policy within a report describing different approaches to equal opportunities.

Reliable

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

Safe and manageable

Assessors and internal moderators must make sure that the assessment methods are safe and manageable and do not put unnecessary demands on the candidate and/or the organisation if real work features in the assessment.

Suitable to the needs of the candidate

OCR is committed to ensuring that achievement of these awards is free from unnecessary barriers. Centres must follow this commitment through when designing assignments and/or considering assessment.

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

The following assessment methods are considered suitable for assessors to adopt for these awards:

- **observation** of a candidate doing something
- **examination of evidence**
- **questioning** of the candidate or witness.

Observation

The assessor and candidate 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.

Examining the evidence

Evidence can reflect how the candidate carried out the process or it can be the product of a candidate's work or a product relating to the candidate's competence.

For example:

The process that the candidate carries out could be recorded in a case history, personal statement or witness testimony.

The product of a candidate's work could be documents produced as a result of an assignment.

After the assessor has examined the evidence, the assessor must record an assessment decision and the justification for the decision.

Questioning

Questioning the candidate is normally an ongoing part of the assessment process, and may in some circumstances provide evidence to support achievement of assessment objectives.

Questioning is often used to:

- test a candidate's knowledge of facts and procedures
- check if a candidate understands principles and theories and
- collect information on the type and purpose of the processes a candidate has gone through.

Assessors should ask open questions, that is questions where the candidate has to give an answer other than 'yes' or 'no'. Centres should be careful to avoid complicated questions that may confuse the candidate.

If questioning is to be used as evidence towards achievement of specific assessment objectives, it is important that assessors record enough information about what they asked and how the candidate replied to allow the assessment decision to be moderated.

Questioning witnesses is normally an ongoing part of validating written witness statements. However, questioning witnesses can be used for other purposes. Assessors should be able to

speak to witnesses and record, in whatever way is suitable, the verbal statements of these witnesses. A record of a verbal statement is a form of witness statement and could provide valuable evidence.

3.9 Internal moderation and sampling strategies

Centres must have in place processes to review assessors' decisions and ensure that they are correctly interpreting and applying the standards described in the specifications. The system used to do this is a matter for individual centres and OCR fully supports the use of centres' own quality assurance systems where this ensures robust internal standardisation. 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.

3.10 Sampling guidance

Internal moderators should aim to draw their samples from across all candidates, all grades awarded and all assessors. Sample sizes will, of course, reflect the number of candidates entered.

3.11 External moderation

External moderation ensures centres' internal assessment meets the national requirements of these qualifications.

OCR Visiting Moderators are appointed 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 candidates' 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 by contacting the Allocation Team within OCR Operations, Coventry.

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 candidates' work entered for moderation on that occasion (ie 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 objectives, 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 written 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 Certification Record Forms (CRFs) and return these 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.

3.12 Retention of centre records

A centre must make sure that assessment and moderation records are available for external moderation purposes. The Centre Handbook contains examples of assessment records. The use of these forms is optional and centres may devise their own documentation if they wish. Assessment records must be securely retained by the centre for a minimum of three years following candidate achievement of the qualification (ie from the date of certification).

4 Certification

Candidates who provide evidence that meets the assessment objectives for all units that make up a full award will receive:

- a certificate listing the units (with grades allocated) and
- a certificate giving the full qualification title (with grade allocated)

OCR Level 2 National First Award in ICT

Grade: Merit

OCR Level 2 National Award in ICT

Grade: Merit

OCR Level 2 National First Certificate in ICT

Grade: Merit

OCR Level 2 National Certificate in ICT

Grade: Merit

Candidates achieving one or more units but who do not meet the requirements for a full award, will receive a certificate listing the units they have achieved.

4.1 Grading

After assessment each unit is graded Fail, Pass, Merit or Distinction. For successful candidates the grade awarded will be displayed on the unit certificate.

In addition, each full award will have an overall grade of Pass, Merit or Distinction allocated depending on candidates' achievements at unit level. To arrive at the grade for the full award, we allocate points to each unit as follows:

30 guided learning hour units

- 0.5 points for a unit graded at Pass
- 1 point for a unit graded at Merit
- 1.5 points for a unit graded at Distinction
- Nil points for a unit graded at Fail.

60 guided learning hour units

- 1 point for a unit graded at Pass
- 2 point for a unit graded at Merit
- 3 points for a unit graded at Distinction
- Nil points for a unit graded at Fail.

OCR Level 2 National First Award in ICT (90glh)

In order to achieve the **OCR Level 2 National First Award in ICT**, candidates must achieve a minimum **Pass** grade for:

- the mandatory unit (group A – 60glh)
- one optional unit (from group C – 30 glh).

To achieve a **Pass** grade for the full award, candidates must achieve a minimum Pass grade for each of the units (a total of 1.5 points).

To achieve a **Merit** grade for the full award, candidates must achieve a minimum of 2.5 points in total and have passed all units.

To achieve a **Distinction** grade for the full award, candidates must achieve a minimum of 3.5 points in total and have passed all units.

OCR Level 2 National Award in ICT (180glh)

In order to achieve the **OCR Level 2 National Award in ICT**, candidates must achieve a minimum **Pass** grade for:

- the mandatory unit (Group A) plus **two** optional units from Group B

or

- the mandatory unit (Group A) plus **one** optional unit from Group B plus **two** optional units from Group C.

Only **one** of units 11 and 12 may be chosen.

To achieve a **Pass** grade for the full award, candidates must achieve a minimum Pass grade for each of the units (a total of 3 points).

To achieve a **Merit** grade for the full award, candidates must achieve a minimum of 4.5 points in total and have passed all units.

To achieve a **Distinction** grade for the full award, candidates must achieve a minimum of 7 points in total and have passed all units.

OCR Level 2 National First Certificate in ICT (270glh)

In order to achieve the **OCR Level 2 National First Certificate in ICT**, candidates must achieve a minimum **Pass** grade for:

- the mandatory unit (Group A) plus **three** optional units from Group B plus **one** optional unit from Group C

or

- the mandatory unit (Group A) plus **two** optional units from Group B plus **three** optional units from Group C.

Only **one** of units 11 and 12 may be chosen.

To achieve a **Pass** grade for the full award, candidates must achieve a minimum Pass grade for each of the units (a total of 4.5 points).

To achieve a **Merit** grade for the full award, candidates must achieve a minimum of 6.5 points in total and have passed all units.

To achieve a **Distinction** grade for the full award, candidates must achieve a minimum of 10.5 points in total and have passed all units.

OCR Level 2 National Certificate in ICT (180glh)

In order to achieve the **OCR Level 2 National Certificate in ICT**, candidates must achieve a minimum **Pass** grade for:

- the mandatory unit (Group A) plus **five** optional units from Group B
- or**
- the mandatory unit (Group A) plus **four** optional units from Group B plus **two** optional units from Group C
- or**
- the mandatory unit (Group A) plus **three** optional units from Group B plus **four** optional units from Group C.

Only **one** of units 11 and 12 may be chosen.

To achieve a **Pass** grade for the full award, candidates must achieve a minimum Pass grade for each of the units (a total of 6 points).

To achieve a **Merit** grade for the full award, candidates must achieve a minimum of 9.5 points in total and have passed all units.

To achieve a **Distinction** grade for the full award, candidates must achieve a minimum of 14 points in total and have passed all units.

4.2 Claiming certificates

For all units a Certification Record Form (CRF) must be completed when a candidate has finished as much of the award as they want at that time. Centres should only submit for moderation completed and assessed units that they consider meet the required minimum Pass standard. Further guidance is given in the *Administrative Guide to OCR Nationals* (code A028).

4.3 Replacement certificates

If a replacement certificate is required a request must be made to the OCR Operations Division on 024 76 470033, or in writing to the Coventry office, and an application form with further instructions will be sent. A charge will be made for a replacement certificate.

4.4 Changes to candidate registration

Further guidance about the following sections is provided in the *Administrative Guide to OCR Nationals* (code A028).

4.5 Moving up

OCR Level 2 Nationals qualifications have been structured so that there is a natural progression route within the suite from First Award to Award to Certificate. Topping up allows candidates access to **only** the **additional units** required to complete the next qualification. Therefore, candidates must fully complete and claim four units before topping up.

4.6 Transfers

Centres can transfer candidate registrations provided transfer is requested before any units are claimed.

5 Qualification Structure

5.1 Qualification structure

All four qualifications at Level 2 draw from the same pool of twenty-three units. Candidates may achieve:

- First Award – a **total** of 2 units
- Award – a **minimum** of 3 units
- First Certificate - a **minimum** of 5 units
- Certificate – a **minimum** of 6 units to gain the full award.

Of the units required, one unit is mandatory (ie is prescribed by OCR and must be achieved by all candidates taking these awards). The remaining units can be chosen from a list of optional units.

There are restrictions imposed on the selection of optional units and they relate to Units 11 and 12 (listed overleaf) and the number of 30 glh optional units that may be taken.

- Only one of units 11 and 12 will count towards a full award. If candidates choose to complete both of these units, one will count towards achievement of the full certificate, the other will be recognised on a unit certificate.
- 30 glh optional units may only form **one-third** of the guided learning hours of a full award (eg: a **maximum** of: one, two, three or four 30 glh optional units may be taken for the: First Award, Award, First Certificate and Certificate respectively).

Apart from these restrictions, centre staff and candidates can choose the optional units that best suit their circumstances, areas of expertise or interest.

Candidates do not have to achieve units in any particular order and tutors should tailor learning programmes to meet individual candidate needs. It is recommended that, wherever possible, centres adopt a holistic approach to the delivery of the qualification and identify opportunities to link the units.

If a candidate is not able to complete a full award, their achievements will be recognised through the issue of a unit certificate listing the units achieved

A full list of the mandatory and optional units is provided below:

| Mandatory unit (Group A) | | |
|--------------------------------|--|------------|
| Unit 1 | ICT skills for business | A/500/2221 |
| Optional units | | |
| Group B optional units (60glh) | | |
| Unit 2 | Webpage creation | F/500/2222 |
| Unit 3 | Digital imaging – plan and produce computer graphics | J/500/2223 |
| Unit 4 | Design and produce multimedia products | L/500/2224 |
| Unit 5 | Desktop publishing | R/500/2225 |
| Unit 6 | Spreadsheets – design and use | Y/500/2226 |
| Unit 7 | Databases – design and use | D/500/2227 |

| | | |
|--------------------------------------|--|------------|
| Unit 8 | Technological innovation and e-commerce | H/500/2228 |
| Unit 9 | Customer support | H/102/3314 |
| Unit 10 | Planning and supporting telecommunications | A/102/3318 |
| Unit 11 | Career planning for IT | L/102/3324 |
| Unit 12 | Work experience in IT | R/102/3325 |
| Unit 13 | IT systems and user needs | H/500/2231 |
| Unit 14 | Installation of applications | K/102/3315 |
| Unit 15 | System testing and maintenance | T/102/3317 |
| Unit 16 | Repair and decommission of IT equipment | F/102/3319 |
| Unit 17 | CAD and CAM | K/500/2232 |
| Unit 18 | Application of computer control | M/500/2233 |
| Group C optional units (30gh) | | |
| Unit 19 | Application of data logging | T/500/2234 |
| Unit 20 | Creating animation for the WWW using ICT | A/500/2235 |
| Unit 21 | Creating computer graphics | F/500/2236 |
| Unit 22 | Creating sound using ICT | J/500/2237 |
| Unit 23 | Creating video | L/500/2238 |

5.2 Unit format

To complete each unit a candidate must:

- gain the knowledge, understanding and skills specified in the unit – they will do this through a programme of learning devised by their centre
- produce evidence to prove that they have met each of the assessment objectives listed in the unit – they will collect evidence whilst completing centre-devised assignments or projects.

The information contained in each unit is structured in the same way. This will help centre staff and candidates to understand fully the requirements of these qualifications. Each unit contains nine distinct sections. Some cover mandatory requirements, others provide advice and guidance. The nine sections are described below:

Learning outcomes

This section describes the learning outcomes that a candidate will achieve when meeting the assessment objectives associated with the unit.

Assessment objectives

This section describes the objectives that candidates will be assessed against. It is a mandatory requirement of these qualifications that candidates provide evidence of their skills, knowledge and understanding in relation to each assessment objective.

Knowledge, understanding and skills

This section sets out the underpinning knowledge, understanding and skills which candidates will need in order to be able to undertake the assessment for the unit and to meet the requirements of the assessment objectives. Tutors should cover all of the knowledge, understanding and skills requirements fully prior to entering candidates for assessment.

Assessment

This section specifies the mandatory requirements in relation to assessment of the unit. It details the way in which the assessment objectives must be assessed.

Guidance on assessment and evidence requirements

This section provides additional guidance for tutors on the depth and breadth of the evidence that will be required and on the range of assessment conditions that will be acceptable.

Signposting to Key Skills

Evidence generated for these qualifications may also provide opportunities to evidence Key Skills. Each unit provides signposting to Key Skills and the section **Key Skills signposting** contains a table incorporating the Key Skills signposting across all units.

Mapping to National Occupational Standards

This section provides general mapping to national occupational standards where this is relevant. The section **Mapping** contains a table incorporating the national occupational standards mapping across all units.

Resources

This section provides suggestions of suitable resources. The list is neither prescriptive nor exhaustive, and candidates should be encouraged to gather information from a variety of sources. Some suggested resources are intended for Tutor use. The resources in this section were current at the time of production.

Grading

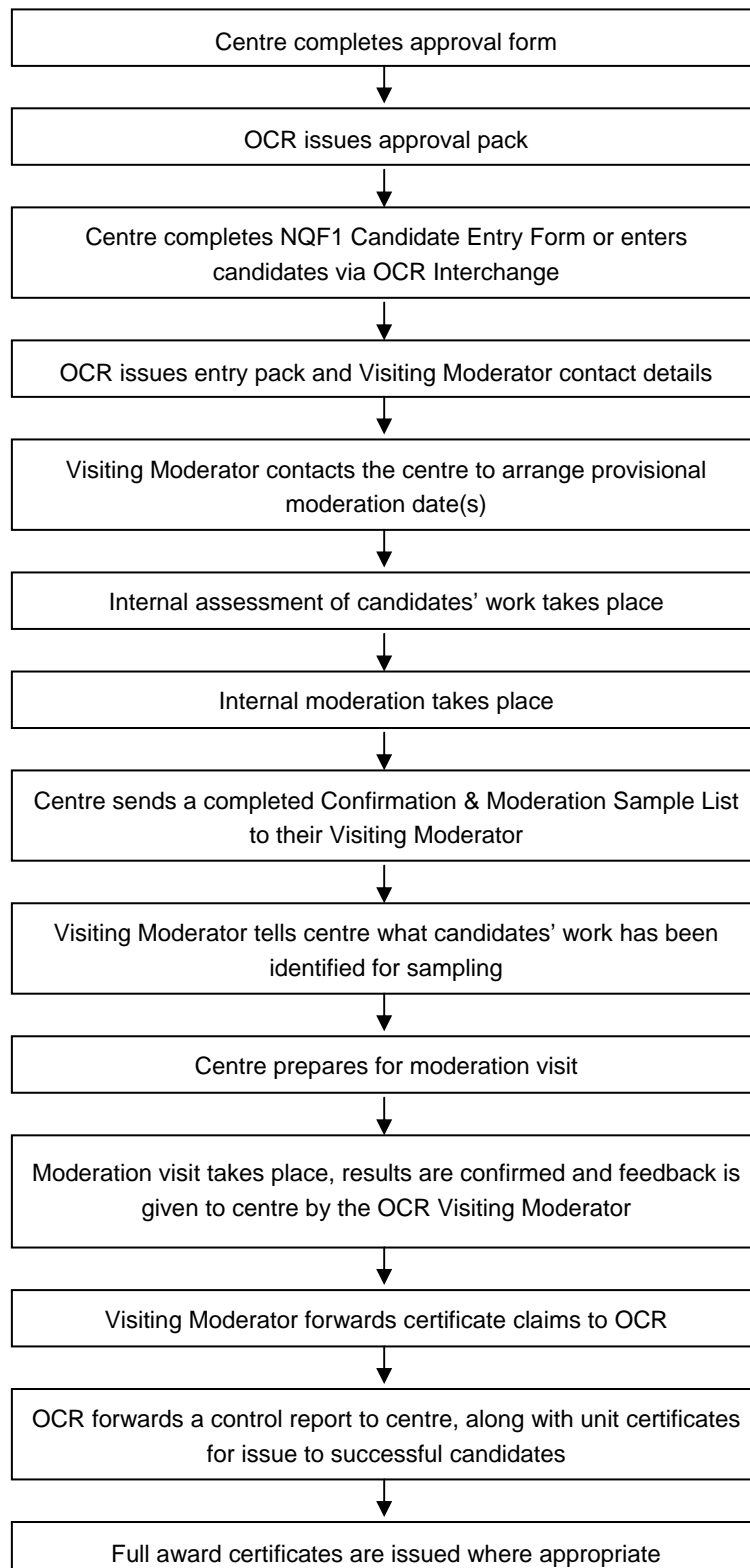
This section describes the typical performance at Pass, Merit and Distinction. These grade descriptors, together with the assessment objectives for the unit, are the measures for assessing candidates' achievements.

The units for these qualifications can be found in the Units folder on this CD Rom.

6 Administration Arrangements

This section provides a brief overview of the administration arrangements operating for these qualifications. Please refer to the *Administrative Guide to OCR Nationals* (code A028) for full guidance.

6.1 Overview of full process



6.2 How to gain centre approval

Complete the Centre Approval Form for these qualifications and return it to OCR Operations. A blank copy of this form is provided on this CD Rom. Alternatively copies are available on our website: www.ocr.org.uk or by calling the OCR Customer Contact Centre on 024 76 851509.

Further guidance on completion of the Centre Approval Form is provided in the *Administrative Guide to OCR Nationals* (code A028) together with the OCR Operations address.

6.3 How to enter candidates

Enter candidates by completing an NQF1 Vocational Qualifications Candidate Entry Form (Named Route). NQF1 forms will be issued to you after you have been approved to offer these qualifications. You can also enter candidates electronically through OCR Interchange. If you are interested in becoming an OCR Interchange user, please contact the OCR Customer Contact Centre for more information.

6.4 How to request a visit from an OCR Visiting Moderator

When you enter candidates for these qualifications you will receive a letter telling you the name and address of your Visiting Moderator. Shortly after receiving this letter, your OCR Visiting Moderator will contact you to arrange provisional dates for your visits (you are eligible for two free visits per academic year subject to centre activity each year).

We would advise you to enter candidates as soon as possible to take full advantage of the guidance and support available through your OCR Visiting Moderator. You may also find it useful to arrange the first visit of the year as early as possible, particularly when first approved for these qualifications. This will enable you to move forward with confidence towards final assessment and moderation of your candidates. An early visit is particularly important where you are delivering these qualifications through a one-year programme.

Please remember: before candidates' work can be externally moderated by OCR, you must ensure that the work of each candidate is complete and has been assessed and awarded a grade in line with the requirements of these qualifications.

In addition, you must ensure that all work submitted for moderation has been through your internal moderation processes to ensure consistent and valid assessment. When you are confident that candidates' work is ready for moderation you must complete the OCR Nationals Confirmation & Moderation Sample List and post two copies to your OCR Visiting Moderator. Please do not include any candidates' work with this form, it is simply a mechanism for your moderator to choose their initial sample for moderation during their visit. An example of a completed Confirmation & Moderation Sample List, and full guidance, is provided in the *Administrative Guide to OCR Nationals* (code A028).

6.5 How to prepare for moderation visit

Please refer to the *Administrative Guide to OCR Nationals* (code A028) for full guidance. You are also advised to read the section of the catalogue which explains your centre responsibilities in relation to internal assessment and moderation.

6.6 How to make an enquiry about results or appeal against a result

Full details of the results enquiries and appeals procedures are contained in the *Administrative Guide to OCR Nationals* (code A028).

6.7 Administrative documentation

Copies of example documentation may be found in the *Administrative Guide to OCR Nationals* (code A028).

Copies of supporting documentation for tutors may also be found in the section **Supporting documentation** in this publication.

7 Supporting Documentation

7.1 OCR model assignments (Units 1, 2, 7 and 21)

OCR model assignments will be available for Units 1, 2, 7 and 21, from September 2006. Centres may choose to:

- use these assignments for formal summative assessment of candidates
- tailor these assignments for formal summative assessment of candidates
- use these assignments as a benchmark for devising their own assignments.

OCR model assignments are available to download from our website: www.ocr.org.uk

7.2 Tracking and recording documentation

Where we have produced tracking and recording documentation such as internal standardisation sheets, witness statements and observation records for use by tutors and candidates, it is recommended that they be distributed and used with appropriate guidance. The use of these forms is optional. Alternatively, centres may devise their own tracking and recording documentation.

The following documents are included in this handbook:

- **Centre Authentication Form**
- **Unit Evidence Record Sheet**
For use by candidates to cross-reference evidence to assessment objectives at unit level.
- **Integrated Evidence Record Sheet**
For use by candidates to cross-reference evidence across a number of different units.
- **Internal Moderation Record Form**
For use by centre staff to record the internal standardisation of assessors by the Internal Moderator.
- **Record of Achievement**
For use by candidates to record progress through their chosen units.
- **Observation/Witness Statement**
Dual purpose sheet for capturing statements from witnesses or recording an assessor's observation of a candidate's performance. This sheet, when completed, will form part of a candidate's evidence.
- **OCR Nationals Assessment Plan (Holistic Method)**
A plan is provided for use by centre staff to plan assessment opportunities for individual candidates.
- **OCR Nationals Assessment Plan**
For use by centre staff to plan assessment opportunities at unit level for individual candidates.

- **OCR Nationals Progress Review**
For use by centre staff to review individual candidate's progress through their chosen units. Would provide a useful candidate feedback/action sheet.
- **OCR Nationals Candidate Assessment Record**
Centres must keep records of candidates' assessment as specified in the *Administrative Guide to OCR Nationals* (code A028). This example of a candidate assessment record is fairly comprehensive. If preferred, centres may wish to record assessment outcomes through the Group Assessment Record, (see below), or something similar.
- **OCR Nationals Group Assessment Record**
For use by centre staff to record the assessment outcomes of groups of candidates. This form provides a record of all assessment decisions made (ie assessor initials and grade awarded) together with a record of the candidates, assessor judgements and units that were internally moderated and the results of that moderation.

Centre Authentication Form

One copy of this form must be completed before each external moderation visit. The form must be signed by the appropriate person(s). The completed form must be made available to the Visiting Moderator.

Centre Name

Centre No

Date

* I/We the undersigned confirm the candidates' evidence to be authentic, sufficient, valid and current. I/We confirm that the candidates' work was conducted under the required conditions as laid down in the specification.

Qualification:

Unit(s):

Signature: _____

Print name: _____

Signature: _____

Print name: _____

Signature: _____

Print name: _____

Signature: _____

Print name: _____

Qualification:

Unit(s):

Signature: _____

Print name: _____

Signature: _____

Print name: _____

Signature: _____

Print name: _____

Signature: _____

Print name: _____

* Signature(s) of internal assessor(s) ie person(s) responsible for carrying out internal assessment of all work submitted to the Visiting Moderator.

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 | Assessment objectives | | | | | | | |
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Please photocopy this sheet for recording further evidence)

I confirm that the candidate has demonstrated competence by satisfying all of the assessment objectives for this unit.

Signature of Assessor: _____ Date: _____

(Page of)

Signature of Internal Moderator : _____ Date: _____

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 | Assessment objectives | | | | | | | |
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Please photocopy this sheet for recording further evidence)

I confirm that the candidate has demonstrated competence by satisfying all of the assessment objectives for this unit.

Signature of Assessor: _____ Date: _____

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Signature of Internal Moderator : _____ Date: _____

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 | Assessment objectives | | | | | | | |
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Please photocopy this sheet for recording further evidence)

I confirm that the candidate has demonstrated competence by satisfying all of the assessment objectives for this unit.

Signature of Assessor: _____ Date: _____

(Page of)

Signature of Internal Moderator : _____ Date: _____

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 | Assessment objectives | | | | | | | |
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I confirm that the candidate has demonstrated competence by satisfying all of the assessment objectives for this unit.

Signature of Assessor: _____ Date: _____

(Page of)

Signature of Internal Moderator : _____ Date: _____

Integrated Evidence Record Sheet

Name of candidate: _____

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

Signature of candidate: _____ Date: _____

| Evidence reference or location | Evidence | Unit Number | Assessment objectives | | | | | | | |
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Signature of Assessor: _____ Date: _____

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Signature of Internal Moderator: _____ Date: _____
(where appropriate)

Unit(s) internally moderated:

Integrated Evidence Record Sheet

Name of candidate: _____

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

Signature of candidate: _____ Date: _____

| Evidence reference or location | Evidence | Unit Number | Assessment objectives | | | | | | | |
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Signature of Assessor: _____ Date: _____

(Page of)

Signature of Internal Moderator: _____ Date: _____
(where appropriate)

Unit(s) internally moderated:

OCR LEVEL 2 NATIONAL FIRST AWARD IN ICT

Record of Achievement

Candidate name: _____

| UNIT TITLES | | Date passed to Assessor | Assessor agreed completed |
|---|--|--------------------------------|----------------------------------|
| Mandatory Unit (Group A) | | | |
| Unit 1 | ICT skills for business | | |
| Optional Units – 60glh (Group B) | | | |
| Unit 2 | Webpage creation | | |
| Unit 3 | Digital imaging - plan and produce computer graphics | | |
| Unit 4 | Design and produce multimedia products | | |
| Unit 5 | Desktop publishing | | |
| Unit 6 | Spreadsheets – design and use | | |
| Unit 7 | Databases – design and use | | |
| Unit 8 | Technological innovation and e-commerce | | |
| Unit 9 | Customer support | | |
| Unit 10 | Planning and supporting telecommunications | | |
| Unit 11 | Career planning for IT | | |
| Unit 12 | Work experience in IT | | |
| Unit 13 | IT systems and user needs | | |
| Unit 14 | Installation of applications | | |
| Unit 15 | System testing and maintenance | | |
| Unit 16 | Repair and decommission of IT equipment | | |
| Unit 17 | CAD and CAM | | |
| Unit 18 | Application of computer control | | |
| Optional Units – 30glh (Group C) | | | |
| Unit 19 | Application of data logging | | |
| Unit 20 | Creating animation for the WWW using ICT | | |
| Unit 21 | Creating computer graphics | | |
| Unit 22 | Creating sound using ICT | | |
| Unit 23 | Creating video | | |

OCR LEVEL 2 NATIONAL AWARD IN ICT

Record of Achievement

Candidate name: _____

| UNIT TITLES | | Date passed to Assessor | Assessor agreed completed |
|---|--|--------------------------------|----------------------------------|
| Mandatory Unit (Group A) | | | |
| Unit 1 | ICT skills for business | | |
| Optional Units – 60glh (Group B) | | | |
| Unit 2 | Webpage creation | | |
| Unit 3 | Digital imaging - plan and produce computer graphics | | |
| Unit 4 | Design and produce multimedia products | | |
| Unit 5 | Desktop publishing | | |
| Unit 6 | Spreadsheets – design and use | | |
| Unit 7 | Databases – design and use | | |
| Unit 8 | Technological innovation and e-commerce | | |
| Unit 9 | Customer support | | |
| Unit 10 | Planning and supporting telecommunications | | |
| Unit 11 | Career planning for IT | | |
| Unit 12 | Work experience in IT | | |
| Unit 13 | IT systems and user needs | | |
| Unit 14 | Installation of applications | | |
| Unit 15 | System testing and maintenance | | |
| Unit 16 | Repair and decommission of IT equipment | | |
| Unit 17 | CAD and CAM | | |
| Unit 18 | Application of computer control | | |
| Optional Units – 30glh (Group C) | | | |
| Unit 19 | Application of data logging | | |
| Unit 20 | Creating animation for the WWW using ICT | | |
| Unit 21 | Creating computer graphics | | |
| Unit 22 | Creating sound using ICT | | |
| Unit 23 | Creating video | | |

OCR LEVEL 2 NATIONAL FIRST CERTIFICATE IN ICT

Record of Achievement

Candidate name: _____

| UNIT TITLES | | Date passed to Assessor | Assessor agreed completed |
|---|--|--------------------------------|----------------------------------|
| Mandatory Unit (Group A) | | | |
| Unit 1 | ICT skills for business | | |
| Optional Units – 60glh (Group B) | | | |
| Unit 2 | Webpage creation | | |
| Unit 3 | Digital imaging - plan and produce computer graphics | | |
| Unit 4 | Design and produce multimedia products | | |
| Unit 5 | Desktop publishing | | |
| Unit 6 | Spreadsheets – design and use | | |
| Unit 7 | Databases – design and use | | |
| Unit 8 | Technological innovation and e-commerce | | |
| Unit 9 | Customer support | | |
| Unit 10 | Planning and supporting telecommunications | | |
| Unit 11 | Career planning for IT | | |
| Unit 12 | Work experience in IT | | |
| Unit 13 | IT systems and user needs | | |
| Unit 14 | Installation of applications | | |
| Unit 15 | System testing and maintenance | | |
| Unit 16 | Repair and decommission of IT equipment | | |
| Unit 17 | CAD and CAM | | |
| Unit 18 | Application of computer control | | |
| Optional Units – 30glh (Group C) | | | |
| Unit 19 | Application of data logging | | |
| Unit 20 | Creating animation for the WWW using ICT | | |
| Unit 21 | Creating computer graphics | | |
| Unit 22 | Creating sound using ICT | | |
| Unit 23 | Creating video | | |

OCR LEVEL 2 NATIONAL CERTIFICATE IN ICT

Record of Achievement

Candidate name: _____

| UNIT TITLES | | Date passed to Assessor | Assessor agreed completed |
|---|--|--------------------------------|----------------------------------|
| Mandatory Unit (Group A) | | | |
| Unit 1 | ICT skills for business | | |
| Optional Units – 60glh (Group B) | | | |
| Unit 2 | Webpage creation | | |
| Unit 3 | Digital imaging - plan and produce computer graphics | | |
| Unit 4 | Design and produce multimedia products | | |
| Unit 5 | Desktop publishing | | |
| Unit 6 | Spreadsheets – design and use | | |
| Unit 7 | Databases – design and use | | |
| Unit 8 | Technological innovation and e-commerce | | |
| Unit 9 | Customer support | | |
| Unit 10 | Planning and supporting telecommunications | | |
| Unit 11 | Career planning for IT | | |
| Unit 12 | Work experience in IT | | |
| Unit 13 | IT systems and user needs | | |
| Unit 14 | Installation of applications | | |
| Unit 15 | System testing and maintenance | | |
| Unit 16 | Repair and decommissioning of IT equipment | | |
| Unit 17 | CAD and CAM | | |
| Unit 18 | Application of computer control | | |
| Optional Units – 30glh (Group C) | | | |
| Unit 19 | Application of data logging | | |
| Unit 20 | Creating animation for the WWW using ICT | | |
| Unit 21 | Creating computer graphics | | |
| Unit 22 | Creating sound using ICT | | |
| Unit 23 | Creating video | | |

OBSERVATION/WITNESS STATEMENT

Candidate name:

Assessor name:

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/AO reference |
|--|---|
| <div data-bbox="751 1794 1078 1921" style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> Have you continued on a separate sheet Y/N? </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:

| Authentication notes | Date | Assessment notes | Grade | Date |
|----------------------|------|------------------|-------|------|
| | | | | |

*delete as appropriate

OCR Nationals Assessment Plan (Holistic Method)

| Centre name: | | | | Centre number: | | | | | | |
|------------------------|----------------|-------------|---------------------|------------------|---------|---------|---------|---------|---------|---------|
| Candidate's name: | | | | Assessor's name: | | | | | | |
| Qualification | | | | | | | | | | |
| Proposed Activity | Assignment Ref | Target Date | Units to be covered | | | | | | | |
| | | | Unit/AO | Unit/AO | Unit/AO | Unit/AO | Unit/AO | Unit/AO | Unit/AO | Unit/AO |
| | | | | | | | | | | |
| Assessor's signature: | | | | | | | | | Date: | |
| Candidate's signature: | | | | | | | | | Date: | |

OCR Nationals Progress Review

| Centre name: | | Centre number: | |
|-----------------------------------|----------------------|---|-------------|
| Candidate's name: | | Assessor's name: | |
| Workplace details (if applicable) | | | |
| Qualification: | | | |
| Unit | Assessment Objective | Review notes/action to be taken/evidence to be produced | Target Date |
| | | | |
| Assessor's signature: | | | Date: |
| Candidate's signature: | | | Date: |

OCR Nationals Candidate Assessment Record

| Centre name: | | Centre number: | | |
|-----------------------------------|-------|-------------------------|-------------|-------------------|
| Candidate's name: | | Assessor's name: | | |
| Workplace details (if applicable) | | | | |
| Qualification: | | | | |
| Units/Assessment objectives | Grade | Description of evidence | Date | Assessor Initials |
| | | | | |
| Location of assessment | | | Date | |
| | | | | |

Continued

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|---|-------------|
| Underpinning knowledge understanding and skills record | Date |
| | |
| Feedback notes | |
| | |
| I confirm that the evidence provided is a result of my own work: | |
| Candidate's signature: | Date: |
| I judge the above evidence to be authentic, sufficient, valid and current. It has been assessed in accordance with, and covers the requirements of the qualification specifications: | |
| Assessor's signature: | Date: |
| Internal moderator's signature: <i>(where applicable)</i> | Date: |

OCR Nationals Group Assessment Record

| Centre name: | | | | | | | | Centre number: | | | | | | | |
|------------------------|----------------|--|--|----------------|-------|------|----|----------------|------|-----|-------|------|----|-------|------|
| Qualification title: | | | | | | | | OCR code: | | | | | | | |
| Assessor(s): | | | | | | | | | | | | | | | |
| Internal moderator(s): | | | | | | | | Page of | | | | | | | |
| Candidate number | Candidate name | | | Unit no/title: | | | | Unit no/title: | | | | | | | |
| | | | | Ass | Grade | Date | IM | Agree | Date | Ass | Grade | Date | IM | Agree | Date |
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8 Model Assignments

OCR Model Assignments for Units: 1, 2, 7 and 21 can be downloaded from our website:
www.ocr.org.uk (from September 2006).

9 Guidance For Candidates

9.1 What are the OCR Level 2 Nationals in ICT?

These qualifications aim to:

- 1 develop your knowledge and understanding of the Information and Communication Technology sector
- 2 develop your skills, knowledge and understanding in contexts that are directly relevant to employment situations, thereby enhancing your employability within the Information and Communication Technology sector
- 3 develop your ability to work autonomously and effectively in an Information and Communication Technology context
- 4 enable you to develop knowledge and understanding in specialist areas of Information and Communication Technology, and demonstrate the skills required in an IT specific or non-IT specific organisations
- 5 encourage progression by assisting in the development of skills, knowledge and understanding that you will need to access further or higher education programmes or occupational training on a full-time or part-time basis
- 6 encourage progression by assisting in the development of skills, knowledge and understanding that you will need to enter employment or enhance your current employment status
- 7 promote interaction between employers, centres and you by relating teaching and assessment to real organisations.

9.2 What do I have to do to achieve these qualifications?

To achieve these qualifications you must complete the required number of units from the bank of 23 units below and provide evidence that you have met the assessment objectives described in each unit.

OCR Level 2 National First Award in ICT

To achieve the qualification you must complete 2 units, consisting of the mandatory unit listed over and one 30 glh optional unit.

OCR Level 2 National Award in ICT

To achieve the qualification you must complete 3 or 4 units, consisting of the mandatory unit listed over and a further 2 or 3 optional units.

OCR Level 2 National First Certificate in ICT

To achieve the qualification you must complete 5 or 6 units, consisting of the mandatory unit listed over and a further 4 or 5 optional units.

OCR Level 2 National Certificate in ICT

To achieve the qualification you must complete 6 or 7 or 8 units, consisting of the mandatory unit listed below and a further 5 or 6 or 7 optional units.

| | |
|---------------------------------------|--|
| Mandatory unit (Group A) | |
| Unit 1 | ICT skills for business |
| Optional units | |
| Group B optional units (60glh) | |
| Unit 2 | Webpage creation |
| Unit 3 | Digital imaging – plan and produce computer graphics |
| Unit 4 | Design and produce multimedia products |
| Unit 5 | Desktop publishing |
| Unit 6 | Spreadsheets – design and use |
| Unit 7 | Databases – design and use |
| Unit 8 | Technological innovation and e-commerce |
| Unit 9 | Customer support |
| Unit 10 | Planning and supporting telecommunications |
| Unit 11 | Career planning for IT |
| Unit 12 | Work experience in IT |
| Unit 13 | IT systems and user needs |
| Unit 14 | Installation of applications |
| Unit 15 | System testing and maintenance |
| Unit 16 | Repair and decommission of IT equipment |
| Unit 17 | CAD and CAM |
| Unit 18 | Application of computer control |
| Group C optional units (30glh) | |
| Unit 19 | Application of data logging |
| Unit 20 | Creating animation for the WWW using ICT |
| Unit 21 | Creating computer graphics |
| Unit 22 | Creating sound using ICT |
| Unit 23 | Creating video |

9.3 What if I cannot complete enough units needed for a full award?

These qualifications are very flexible and allow you to achieve recognition for what you have already achieved even if you do not finish the full qualification. OCR has systems in place which allow you to be awarded a certificate for a smaller award (if appropriate) or listing the unit (or units) you have achieved even if you are unable to complete the full qualification.

9.4 How do I know that these qualifications are right for me?

These qualifications will be suitable for you if you wish to gain an appreciation of ICT. A selection of appropriate optional units allows you to build competence in specific areas:

- Applications software
- Practitioner/Technical skills
- Specialist or bespoke software.

These qualifications will also form progression routes to qualifications at Level 3 of the National Qualifications Framework.

9.5 What is evidence?

Evidence is your proof that you meet the requirements of these qualifications.

Evidence could be:

- completed assignments or projects
- products of real work that you have completed during work experience
- statements from witnesses
- records of your assessor observing you carrying out your work.

Evidence can be anything that proves:

- what you can do
- how well you do it
- the level of knowledge you have in relation to what you do and
- the level of understanding you have about what you do, how you do it, and why you do it.

For each unit of these qualifications you need evidence to prove that you have met all the assessment objectives specified in each unit. This will sometimes mean that you must prove you can do something, eg create an animation clip or functioning spreadsheet. Sometimes, your evidence must prove that you know or understand something, eg benefits of e-commerce to the customer.

9.6 How much evidence do I need?

Your assessor will help you decide how much evidence you need to produce. Remember that it is quality not quantity that counts when putting work forward for assessment.

9.7 What happens to my evidence?

The evidence you provide will be assessed (checked by your assessor or assessors against the assessment objectives and grade descriptors listed in each unit). Your assessor will want you to continue providing evidence until they are satisfied that there is sufficient proof that you have met each assessment objective in a particular unit. Your evidence must be your own work.

9.8 Where do I keep my evidence?

You may decide to keep some of your evidence in a file (a portfolio of evidence) or you may want to record what the evidence is and where it can be found. For example, if you keep records of stock levels and movements on a spreadsheet you may want to print a section from this record as evidence to be stored in your portfolio. However, you may decide to make a note of what records you entered and where they can be found. This is called signposting evidence. The important thing to remember about evidence is that it must be available for your assessor to assess and for other people (called internal and external moderators) to have access to in the future.

9.9 How much help can I get?

All evidence that you submit for these qualifications must be the result of your own work. You must not submit someone else's work or idea as your own and you must not copy from someone else or allow another candidate to copy from you.

Sometimes you may want to refer to research, quotations or other text in the evidence you submit for assessment. This is allowed but any text that is not entirely your own must be identified. The easiest way to identify text that is not your own is to mark the text and provide details of where it came from (ie its source). This is called referencing. Sources could be anything eg books, internet sites, television programmes, news articles. If you use the same wording as a published source, you must place quotation marks around the passage and state where it came from. A reference should show, as a minimum, the name of the author, the year of publication and the page number. For example: (Johnson, 2003, pg 100). This reference could appear as a footnote/endnote or immediately after the reference text in the body of your document.

For material taken from the internet, your reference must show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example:
http://www.hsbc/investor_centre/corporate-governance/board-committees

You should also include a bibliography at the end of your work, which lists the full details of publications you have used to research your project. For example: Johnson, M (2003) "Past and Present Technology", London: Weston Press.

If you copy the words or ideas of others and do not show your sources in references and a bibliography, you will be committing plagiarism, and that is cheating.

If you receive help and guidance from someone other than your assessor, tell your assessor and they will advise you further.

If you worked as part of a group on a project, you must each write up your own account of the project. Even if the data you have is the same, the description of how that data was obtained and the conclusions you draw from it should be in your own words.

Your assessor is there to guide and assist you – showing them your work as it progresses will allow you and your assessor time to sort out any problems.

Take care of your work and keep it safe. If it is stored in the computer network, keep your password secure. Collect all copies from the printer and destroy those you don't need.

Remember: all work that you submit for assessment must be your own and you may be asked to sign a declaration to say that the work is your own.

9.10 Who are Internal and Visiting Moderators?

An internal moderator will be employed by your centre to look after these qualifications. Internal moderators make sure that all assessors judge evidence in the same way and to the same standard (this is called internal moderation).

The Visiting Moderator is employed by OCR to monitor the quality of the assessment and internal moderation decisions at a centre.

9.11 How do I keep track of my achievements?

We have designed a **Record of Achievement** form for you to use to keep track of your achievements. This form is optional (you do not have to use it if you do not want to).

9.12 Can my evidence for these qualifications count towards Key Skills?

The evidence you produce for these qualifications may prove you have the skills required for the Key Skills units. Your assessor will help you decide if your evidence can be considered for assessment against any of the Key Skills units.

9.13 Finally

To gain a full OCR Level 2 National First Award, Award, First Certificate or Certificate in ICT you must collect enough evidence to prove you have met the assessment objectives listed in the required units. If you cannot finish all of the units for the full qualification, you may claim a 'unit certificate' which lists the unit or units which have been signed off by your assessor.

OCR wishes you every success in your achievement of these qualifications.



CONFIRMATION OF ENTRY

This is to confirm that you have been entered for the following OCR qualification which is accredited onto the National Qualifications Framework (NQF) at Level 2:

OCR Level 2 National First Award in ICT

| | |
|--------------------------------|--|
| Candidate Name: | |
| Candidate Registration Number: | |
| Centre Name: | |
| Centre Number: | |

Awarding Body: OCR (Oxford Cambridge and RSA Examinations)



CONFIRMATION OF ENTRY

This is to confirm that you have been entered for the following OCR qualification which is accredited onto the National Qualifications Framework (NQF) at Level 2:

OCR Level 2 National Award in ICT

| | |
|--------------------------------|--|
| Candidate Name: | |
| Candidate Registration Number: | |
| Centre Name: | |
| Centre Number: | |

Awarding Body: OCR (Oxford Cambridge and RSA Examinations)



CONFIRMATION OF ENTRY

This is to confirm that you have been entered for the following OCR qualification which is accredited onto the National Qualifications Framework (NQF) at Level 2:

OCR Level 2 National First Certificate in ICT

| | |
|--------------------------------|--|
| Candidate Name: | |
| Candidate Registration Number: | |
| Centre Name: | |
| Centre Number: | |

Awarding Body: OCR (Oxford Cambridge and RSA Examinations)



CONFIRMATION OF ENTRY

This is to confirm that you have been entered for the following OCR qualification which is accredited onto the National Qualifications Framework (NQF) at Level 2:

OCR Level 2 National Certificate in ICT

| | |
|--------------------------------|--|
| Candidate Name: | |
| Candidate Registration Number: | |
| Centre Name: | |
| Centre Number: | |

Awarding Body: OCR (Oxford Cambridge and RSA Examinations)

10 Key Skills Signposting

To assist centres in cross-mapping evidence for these qualifications and Key Skills, the following table signposts where evidence from these awards may provide opportunities to evidence the Part B specification requirements of the following Key Skills:

- Communication
- Application of Number
- ICT

This signposting provides an indication of where evidence might be available for assessment against the Key Skills requirements. It does not claim to guarantee that evidence will meet the Key Skills requirements and all evidence put forward for Key Skills must be assessed against the Key Skills specification. This signposting is also available within the units themselves.

| Key Skills Units | | OCR Level 2 Nationals in ICT | | | | | | | | | | | | | | | | | | | | | | |
|--|--------------|------------------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Key Skill | Evidence Ref | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| Communication | C2.1a | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | ✓ | ✓ | | | | | | ✓ | ✓ | ✓ | | ✓ | ✓ |
| | C2.1b | ✓ | | | ✓ | | ✓ | | ✓ | | | ✓ | ✓ | | | | | | ✓ | ✓ | ✓ | | ✓ | ✓ |
| | C2.2 | | | | ✓ | | | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ |
| | C2.3 | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Information and Communication Technology | ICT2.1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | ICT2.2 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | ICT2.3 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Application of Number | N2.1 | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | | | |
| | N2.2 | ✓ | | | ✓ | | ✓ | | ✓ | | ✓ | | | | ✓ | | | ✓ | ✓ | ✓ | | | | |
| | N2.3 | ✓ | | | ✓ | | ✓ | | ✓ | | | | ✓ | | | | | | | ✓ | | | | |

11 Mapping

11.1 National occupational standards mapping

These qualifications provide a key progression route between education and employment (or further study/training leading to employment). They are directly relevant to the needs of employers and relate to national occupational standards in ICT at Level 2.

The following table indicates where units within these qualifications contain knowledge and understanding that map against the above national occupational standards.

This mapping provides an indication of where evidence might be available for assessment against some of the knowledge and understanding contained in the national occupational standards. It does not claim to guarantee that evidence will meet the NVQ requirements. This information is also available within the units themselves.

| OCR Level 2 Nationals in ICT | | Content crossover with National Occupational Standards | | | | |
|------------------------------|-------------------------|---|----------------------------------|---|-------------------------------------|--|
| Unit | Title | e-skills (UK) IT User | e-skills (UK) IT Professional | e-skills (UK) Contact Centres | e-skills (UK) Telecommunications | e-skills (UK) IT User (for export to other sectors) |
| 1 | ICT skills for business | DB2 Database software Level 2 MAIL2 E-mail Level 2 NET2 Internet and intranets Level 2 MSU2 Make selective use of IT Level 2 SEC2 IT security for users Level 2 PS2 Presentation software Level 2 UE12 Use IT to exchange information Level 2 WP2 Word processing software Level 2 | | CCIWC Interpersonal and written communication | | |

| OCR Level 2 Nationals in ICT | | Content crossover with National Occupational Standards | | | | |
|------------------------------|--|---|---|----------------------------------|-------------------------------------|--|
| Unit | Title | e-skills (UK) IT User | e-skills (UK) IT Professional | e-skills (UK) Contact Centres | e-skills (UK) Telecommunications | e-skills (UK) IT User (for export to other sectors) |
| | | WP3 Word processing software Level 3 | | | | |
| 2 | Webpage creation | WEB2 Website Software Level 2 | | | | |
| 3 | Digital imaging – plan and produce computer graphics | ART2 Artwork and imaging software Level 2 | | | | |
| 4 | Design and produce multimedia products | MSU2 Make selective use of IT Level 2 PS2 Presentation software Level 2 PS3 Presentation software Level 3 | | | | |
| 5 | Desktop publishing | ART2 Artwork and imaging software Level 2 | | | | |
| 6 | Spreadsheets – design and use | MSU2 Make selective use of IT Level 2 MSU3 Make selective use of IT Level 3 | ICTSDCC Software development - component creation ICTSDD Software development - design | | | |

| OCR Level 2 Nationals in ICT | | Content crossover with National Occupational Standards | | | | |
|------------------------------|---|---|----------------------------------|---|-------------------------------------|--|
| Unit | Title | e-skills (UK) IT User | e-skills (UK) IT Professional | e-skills (UK) Contact Centres | e-skills (UK) Telecommunications | e-skills (UK) IT User (for export to other sectors) |
| | | SS2 Spreadsheet software Level 2 SS3 Spreadsheet software Level 3 | | | | |
| 7 | Databases – design and use | DB1/2/3 Database Software Levels 1/2/3 ITPDADSD Data Analysis and Data Structure Design | | | | |
| 8 | Technological innovation and e-commerce | EI2 Evaluate the impact of IT Level 2 NET2 Internet and intranets Level 2 SECU2 IT security for users Level 2 PS2 Presentation software | | CCIWC Interpersonal and written communication | | |

| OCR Level 2 Nationals in ICT | | Content crossover with National Occupational Standards | | | | |
|------------------------------|--|---|----------------------------------|---|---|--|
| Unit | Title | e-skills (UK) IT User | e-skills (UK) IT Professional | e-skills (UK) Contact Centres | e-skills (UK) Telecommunications | e-skills (UK) IT User (for export to other sectors) |
| | | Level 2 WP2 Word processing software Level 2 | | | | |
| 9 | Customer support | IDR2 Investigating and defining requirements CC2 Customer Care Level 2 | | | | |
| 10 | Planning and supporting telecommunications | | | | UPA2 Database software Level 2 CC2 Customer care Level 2 IDR2 Investigating and defining requirements Level 2 | |
| 11 | Career planning for IT | | | | | |
| 12 | Work experience in IT | MAIL2 E-mail Level 2 MSU2 Make selective use of IT Level 2 | | CCIWC Interpersonal and written communication | | |

| OCR Level 2 Nationals in ICT | | Content crossover with National Occupational Standards | | | | |
|------------------------------|---------------------------|--|--|----------------------------------|-------------------------------------|--|
| Unit | Title | e-skills (UK) IT User | e-skills (UK) IT Professional | e-skills (UK) Contact Centres | e-skills (UK) Telecommunications | e-skills (UK) IT User (for export to other sectors) |
| | | PS2 Presentation software Level 2 UE12 Use IT to exchange information Level 2 WP2 Word processing software Level 2 WP3 Word processing software Level 3 | | | | |
| 13 | IT systems and user needs | UIT 2 Use IT systems Level 2 OPU2 Operate a computer Level 2 | ICTHDW&EQ Working with ICT hardware and equipment | | | |

| OCR Level 2 Nationals in ICT | | Content crossover with National Occupational Standards | | | | |
|------------------------------|---|--|---|----------------------------------|-------------------------------------|--|
| Unit | Title | e-skills (UK) IT User | e-skills (UK) IT Professional | e-skills (UK) Contact Centres | e-skills (UK) Telecommunications | e-skills (UK) IT User (for export to other sectors) |
| | | UEI2 Use IT to exchange information Level 2 | | | | |
| 14 | Installation of applications | SIU2 Software installation and upgrade Level 2 | | | | |
| 15 | System testing and maintenance | | Testing ICT Systems Level 2 | | | |
| 16 | Repair and decommission of IT equipment | | Technical fault diagnosis Level 2 Technical fault remedy selection Level 2 Working with ICT hardware and equipment Level 2 | | | |
| 17 | CAD and CAM | SBS2 Specialist and bespoke software | | | | |
| 18 | Application of computer control | EI2 Evaluate the impact of IT Level 2 | ICTSDCC2 Software development - component creation Level 2 | | | |

| OCR Level 2 Nationals in ICT | | Content crossover with National Occupational Standards | | | | |
|------------------------------|--|--|---|---|-------------------------------------|--|
| Unit | Title | e-skills (UK) IT User | e-skills (UK) IT Professional | e-skills (UK) Contact Centres | e-skills (UK) Telecommunications | e-skills (UK) IT User (for export to other sectors) |
| | | MSU2 Make selective use of IT Level 2 PS2 Presentation software Level 2 | ICTSDD2 Software development – design Level 2 ICTTEST2 Testing ICT systems Level 2 | | | |
| 19 | Application of data logging | EI2 Evaluate the impact of IT Level 2 MSU2 Make selective use of IT Level 2 OPU2 Operate a computer Level 2 PS2 Presentation software Level 2 | | CCIWC Interpersonal and written communication | | |
| 20 | Creating animation for the WWW using ICT | SBS2 Specialist or bespoke software Level 2 | | | | |

| OCR Level 2 Nationals in ICT | | Content crossover with National Occupational Standards | | | | |
|------------------------------|----------------------------|--|----------------------------------|----------------------------------|-------------------------------------|--|
| Unit | Title | e-skills (UK) IT User | e-skills (UK) IT Professional | e-skills (UK) Contact Centres | e-skills (UK) Telecommunications | e-skills (UK) IT User (for export to other sectors) |
| | | SBS3 Specialist or bespoke software Level 3 | | | | |
| 21 | Creating computer graphics | ART2 Artwork and imaging software Level 2 | | | | |
| 22 | Creating sound using ICT | SBS2 Specialist or bespoke software Level 2 SBS3 Specialist or bespoke software Level 3 | | | | |
| 23 | Creating video | SBS2 Specialist or bespoke software Level 2 SBS3 Specialist or bespoke software Level 3 | | | | |

11.2 Key Stage 4 National Curriculum in ICT mapping

Signposting to the National Curriculum key stage 4 programme of study in ICT

| KS4 programme of study for ICT | Unit coverage | | | | | | | | | | | | | | | | | | | | | | |
|---|---------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| Finding things out | | | | | | | | | | | | | | | | | | | | | | | |
| 1 Students should be taught: | | | | | | | | | | | | | | | | | | | | | | | |
| a. how to analyse the requirements of tasks, taking into account the information they need and the ways they will use it | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| b. to be discriminating in their use of information sources and ICT tools | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | |
| Developing ideas and making things happen | | | | | | | | | | | | | | | | | | | | | | | |
| 2 Pupils should be taught to: | | | | | | | | | | | | | | | | | | | | | | | |
| a. Use ICT to enhance their learning and quality of their work | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| b. Use ICT effectively to explore, develop and interpret information and solve problems in a variety of subjects and contexts | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | | |

| KS4 programme of study for ICT | Unit coverage | | | | | | | | | | | | | | | | | | | | | | |
|---|---------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| c. Apply, as appropriate, the concepts and techniques of using ICT to measure, record, respond to, control and automate events | | | | ✓ | ✓ | | | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | |
| d. Apply, as appropriate, the concepts and techniques of ICT-based modelling, considering their advantages and limitations against other methods. | ✓ | | | | | | | | ✓ | | | | | | | | | | ✓ | | | | |
| Exchanging and sharing information | | | | | | | | | | | | | | | | | | | | | | | |
| 3 Students should be taught to: | | | | | | | | | | | | | | | | | | | | | | | |
| a. use information sources and ICT tools effectively to share, exchange and present information in a variety of subjects and contexts | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| b. consider how the information found and developed using ICT should be interpreted and presented in forms that are sensitive to the needs of particular audiences, fit for purpose and suit the information content. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Reviewing, modifying and evaluating work as it progresses | | | | | | | | | | | | | | | | | | | | | | | |

| KS4 programme of study for ICT | Unit coverage | | | | | | | | | | | | | | | | | | | | | | |
|--|---------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 4 Students should be taught to: | | | | | | | | | | | | | | | | | | | | | | | |
| a. Evaluate the effectiveness of their own and others' uses of information sources and ICT tools, using the results to improve the quality of their work and to inform future judgements | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | ✓ | | ✓ | | ✓ | | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| b. reflect critically on the impact of ICT on their own and others' lives, considering the social, economic, political, legal, ethical and moral issues [for example, changes to working practices, the economic impact of e-commerce the implications of personal information gathered, held and exchanged using ICT] | | ✓ | ✓ | ✓ | | | | ✓ | | | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| c. use their initiative to find out about and exploit the potential of more advanced or new ICT tools and information sources [for example, new sites on the internet, new or upgraded application software]. | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | | | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | ✓ | | |
| Breadth of study | | | | | | | | | | | | | | | | | | | | | | | |
| 5 During the key stage, students should be taught the knowledge, skills and understanding through: | | | | | | | | | | | | | | | | | | | | | | | |

| KS4 programme of study for ICT | Unit coverage | | | | | | | | | | | | | | | | | | | | | | |
|--|---------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| a. Tackling demanding problems in a wide variety of contexts, including work in other subjects | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | ✓ | | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | | |
| b. Using a range of information sources and ICT tools to improve efficiency and extend capability | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ | | ✓ | | ✓ | | | | ✓ | ✓ | ✓ | ✓ |
| c. Working with others to explore, develop and pass on information | ✓ | ✓ | | ✓ | | ✓ | | | ✓ | | | | | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | | |
| d. Designing information systems and evaluating and suggesting improvements to existing systems, with use by others in mind [for example, designing an integrated system for running a school production or a small company] | | | | ✓ | | ✓ | ✓ | | ✓ | | | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | | |
| e. Comparing their use of ICT with its use in the wider world | | ✓ | ✓ | | | | | ✓ | | | | | | | | | ✓ | ✓ | ✓ | | ✓ | | |
| 6 Students should be taught to be independent, responsible, effective and reflective in their selection, development and use of information sources and ICT tools to support their work, including application in other areas of their study and in other contexts [for example, work experience, community activity]. | ✓ | | | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | | |

| KS4 programme of study for ICT | Unit coverage | | | | | | | | | | | | | | | | | | | | | | |
|--|---------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 7 Students should be taught to integrate the four aspects of the knowledge, skills and understanding in their work with ICT. | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | |

11.3 Mapping to other OCR qualifications

The table on the following page documents the content crossover with the following OCR Level 2 qualifications in ICT:

OCR Level 2 NVQs for IT Practitioners

OCR Level 2 Certificate for IT Practitioners (ICT Systems support)

OCR GCSE in ICT A

OCR GCSE in ICT B

OCR Level Certificate for IT Users (CLAIT Plus)

OCR Level 2 NVQ for IT Users

| OCR Level 2 Nationals in ICT | | Content crossover with other OCR qualifications | | | | | |
|------------------------------|-------------------------|---|--|---|---|---|--|
| Unit | Title | OCR Level 2 NVQs for IT Practitioners | OCR Level 2 Certificate for IT Practitioners (ICT Systems Support) | OCR GCSE in ICT A | OCR GCSE in ICT B | OCR Level Certificate for IT Users (CLAIT Plus) | OCR Level 2 NVQ for IT Users |
| 1 | ICT skills for business | G: Internet and intranets H: E-mail I: Word processing software K: Database software M: Presentation software | | 5.2: Practical skills and understanding relating to the use of IT applications 5.3: ICT Applications, Systems, Networks and Communication Technology | 5.1: Core knowledge underpinning the use of ICT 5.3: Functionality and purpose | Unit 1: Create, Manage and Integrate files Unit 2: Spreadsheets Unit 3: Databases Unit 4: Desktop publishing Unit 5: Presentation graphics Unit 8: Electronic communications Unit 13: Presentation graphics solutions Unit 17: Word processing (MOS Word core) | 2G: Internet and intranets 2H: e-mail 2I: Word processing software 2J: Spreadsheet software 2K: Database software 2M: Presentation software 2Q: Use IT to exchange information |

| OCR Level 2 Nationals in ICT | | Content crossover with other OCR qualifications | | | | | |
|------------------------------|------------------|---|--|-------------------|--|--|------------------------------|
| Unit | Title | OCR Level 2 NVQs for IT Practitioners | OCR Level 2 Certificate for IT Practitioners (ICT Systems Support) | OCR GCSE in ICT A | OCR GCSE in ICT B | OCR Level Certificate for IT Users (CLAIT Plus) | OCR Level 2 NVQ for IT Users |
| | | | | | | Unit 18: Spreadsheets (MOS Excel core) Unit 19: Databases (MOS Access core) Unit 20: Presentation graphics (MOS PowerPoint core/ comprehensive) Unit 21: Electronic communications (MOS Outlook core) | |
| 2 | Webpage creation | L: Website software | | | 5.3: Functionality and purpose 5.4: Problem solving using ICT | Unit 7: Web page creation Unit 15: Web animation solutions | 2L: Website software |

| OCR Level 2 Nationals in ICT | | Content crossover with other OCR qualifications | | | | | |
|------------------------------|--|---|--|--|--|---|----------------------------------|
| Unit | Title | OCR Level 2 NVQs for IT Practitioners | OCR Level 2 Certificate for IT Practitioners (ICT Systems Support) | OCR GCSE in ICT A | OCR GCSE in ICT B | OCR Level Certificate for IT Users (CLAIT Plus) | OCR Level 2 NVQ for IT Users |
| | | | | | | Unit 16: Web page solutions | |
| 3 | Digital imaging – plan and produce computer graphics | F: Artwork and imaging software | | 5.2: Practical skills and understanding relating to the use of IT applications | 5.3: Functionality and purpose | Unit 14: Digital imaging solutions | 2F: Artwork and imaging software |
| 4 | Design and produce multimedia products | | | 5.2: Practical skills and understanding relating to the use of IT applications | 5.3: Functionality and purpose | Unit 7: Web page creation Unit 4: Desktop publishing | |
| 5 | Desktop publishing | | | 5.2: Practical skills and understanding relating to the use of IT applications | 5.3: Functionality and purpose 5.4: Problem solving using ICT | Unit 12: Desktop publishing solutions | |
| 6 | Spreadsheets – design and use | J: Spreadsheet software | | 5.2: Practical skills and understanding relating to the use of IT applications | 5.3: Functionality and purpose 5.4: Problem solving using ICT | Unit 9: Graphs and charts Unit 10: Spreadsheet solutions Unit 18: Spreadsheets (MOS Excel core) | 2J: Spreadsheet software |

| OCR Level 2 Nationals in ICT | | Content crossover with other OCR qualifications | | | | | |
|------------------------------|--|---|--|---|--|---|-------------------------------|
| Unit | Title | OCR Level 2 NVQs for IT Practitioners | OCR Level 2 Certificate for IT Practitioners (ICT Systems support) | OCR GCSE in ICT A | OCR GCSE in ICT B | OCR Level Certificate for IT Users (CLAIT Plus) | OCR Level 2 NVQ for IT Users |
| 7 | Databases – design and use | K: Database software | | 5.2: Practical skills and understanding relating to the use of IT applications 5.3: ICT Applications, Systems, Networks and Communication Technology 5.4: Problem solving using ICT | 5.3: Functionality and purpose 5.4: Problem solving using ICT | Unit 11: Database solutions Unit 19: Databases (MOS Access core) | 2K: Database software |
| 8 | Technological innovation and e-commerce | | | 5.3: ICT Applications, Systems, Networks and Communication Technology | | | 2O: Evaluate the impact of IT |
| 9 | Customer support | CC: Customer care | Unit 2: Providing Customer Support | | | | |
| 10 | Planning and supporting telecommunications | | | | | | |

| OCR Level 2 Nationals in ICT | | Content crossover with other OCR qualifications | | | | | |
|------------------------------|------------------------------|--|--|---|---|---|------------------------------|
| Unit | Title | OCR Level 2 NVQs for IT Practitioners | OCR Level 2 Certificate for IT Practitioners (ICT Systems support) | OCR GCSE in ICT A | OCR GCSE in ICT B | OCR Level Certificate for IT Users (CLAIT Plus) | OCR Level 2 NVQ for IT Users |
| 11 | Career planning for IT | | | | | | |
| 12 | Work experience in IT | | | | | | |
| 13 | IT systems and user needs | KK: Investigating and defining requirements | | 5.1: Computer systems, communication technology and information management 5.3: ICT Applications, Systems, Networks and Communication Technology | 5.1: Core knowledge underpinning the use of ICT | | 2P: Use IT systems |
| 14 | Installation of applications | KK: Investigating and defining requirements QQ: Software installation and upgrade | Unit 4: Installing applications and system testing | | | | |

| OCR Level 2 Nationals in ICT | | Content crossover with other OCR qualifications | | | | | |
|------------------------------|--|--|--|-------------------|--|---|------------------------------------|
| Unit | Title | OCR Level 2 NVQs for IT Practitioners | OCR Level 2 Certificate for IT Practitioners (ICT Systems support) | OCR GCSE in ICT A | OCR GCSE in ICT B | OCR Level Certificate for IT Users (CLAIT Plus) | OCR Level 2 NVQ for IT Users |
| 15 | System testing and maintenance | WW: Testing ICT systems YY: Working with ICT hardware and equipment | Unit 8: Computer maintenance and installation (A+) | | | | 2C: IT maintenance for users |
| 16 | Repair and decommissioning of IT equipment | BB: Health and safety in ICT and contact centres UU: Technical fault diagnosis VV: Technical fault remedy selection YY: Working with ICT hardware and equipment | Unit 6: Contributing to repair centre procedures and decommissioning ICT equipment | | | | |
| 17 | CAD and CAM | | | | 5.3: Functionality and purpose 5.4: Problem solving using ICT | | 2N: Specialist or bespoke software |

| OCR Level 2 Nationals in ICT | | Content crossover with other OCR qualifications | | | | | |
|------------------------------|--|---|--|--|--|--|------------------------------------|
| Unit | Title | OCR Level 2 NVQs for IT Practitioners | OCR Level 2 Certificate for IT Practitioners (ICT Systems support) | OCR GCSE in ICT A | OCR GCSE in ICT B | OCR Level Certificate for IT Users (CLAIT Plus) | OCR Level 2 NVQ for IT Users |
| 18 | Application of computer control | | | 5.2: Practical skills and understanding relating to the use of IT applications | 5.3: Functionality and purpose 5.4: Problem solving using ICT | | 2N: Specialist or bespoke software |
| 19 | Application of data logging | | | 5.2: Practical skills and understanding relating to the use of IT applications | 5.3: Functionality and purpose | | 2N: Specialist or bespoke software |
| 20 | Creating animation for the WWW using ICT | | | | 5.3: Functionality and purpose | Unit 15: Web animation solutions | 2F: Artwork and imaging software |
| 21 | Creating computer graphics | F: Artwork and imaging software | | | 5.3: Functionality and purpose | Unit 6: Computer Art Unit 14: Digital imaging solutions | 2F: Artwork and imaging software |
| 22 | Creating sound using ICT | | | | | | |
| 23 | Creating video | | | | | | |

11.4 Links with other units

The table below indicates where there are more significant content links or specialist pathway links between units in the OCR Level 2 Nationals in ICT. Centres may find this information of use if devising integrated assignments for candidates.

| Unit number | Unit title | Links to other units |
|-------------|--|----------------------------|
| 1 | ICT skills for business | 5, 6, and 7 |
| 2 | Webpage creation | 3, 4, 20, 21, 22 and 23 |
| 3 | Digital imaging – plan and produce computer graphics | 2, 4, 5 and 21 |
| 4 | Design and produce multimedia products | 2, 3, 4, 20, 21, 22 and 23 |
| 5 | Desktop publishing | 1, 3, 4 and 21 |
| 6 | Spreadsheets – design and use | 1 |
| 7 | Databases – design and use | 1 |
| 8 | Technological innovation and e-commerce | 11 and 12 |
| 9 | Customer support | 13 and 15 |
| 10 | Planning and supporting telecommunications | 15 |
| 11 | Career planning for IT | 8 |
| 12 | Work experience in IT | 8 |
| 13 | IT systems and user needs | 9 and 14 |
| 14 | Installation of applications | 9 and 13 |
| 15 | System testing and maintenance | 9, 14 and 16 |
| 16 | Repair and decommission of IT equipment | 15 |
| 17 | CAD and CAM | |
| 18 | Application of computer control | |
| 19 | Application of data logging | |
| 20 | Creating animation for the WWW using ICT | 2 and 4 |
| 21 | Creating computer graphics | 2, 3, 4 and 5 |
| 22 | Creating sound using ICT | 2 and 4 |
| 23 | Creating video | 2 and 23 |

12 Further Support And Information

12.1 General enquiries

For general 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.qualified@ocr.org.uk

Alternatively, you could visit our website: www.ocr.org.uk for further information on OCR qualifications.

12.2 Entry forms and entry enquiries

All entry forms should be returned to:

Operations
OCR
Progress House
Westwood Way
Coventry
CV4 8JQ

If you have any queries about candidate entry, please contact Operations Customer Support on 024 76 470033.

12.3 Results enquiries

Forms and current fees can be obtained from:

Results Enquiries
VA Business Support Services (VABSS)
OCR
Progress House
Westwood Way
Coventry
CV4 8JQ

12.4 Customer feedback

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

The Professional Officer
OCR Level 2 Nationals in ICT
OCR Nationals and Work-related Learning Team
OCR
Coventry Office
Westwood Way
Coventry
CV4 8JQ

12.5 OCR Training Events

Information on OCR's training events for centres can be found on our website: www.ocr.org.uk, or by contacting:

OCR Training
Mill Wharf
Mill Street
Birmingham
B6 4BU

Telephone: 0121 628 2950
Fax: 0121 628 2940
Email: training@ocr.org.uk

12.6 OCR Publications

OCR's *Publications Catalogue* (Code A410) lists all the qualifications that OCR offers, and contains more detail on how to order publications. It is available to download from our website: www.ocr.org.uk, or to order from the OCR Customer Contact Centre by telephoning 024 76 851509.

If you would like to order any OCR publications, please contact:

OCR Publications
PO Box 5050
Annesley
Nottingham
NG15 0DL

Telephone: 0870 770 6622
Fax: 0870 770 6621
Email: publications@ocr.org.uk

OCR Support Materials prepare extra resources to help you deliver our qualifications. These support materials can be ordered from OCR Publications and more information about the materials can be obtained from support.materials@ocr.org.uk

12.7 Publications (related to these qualifications)

Administrative Guide to OCR Nationals (code A028)

Access to Assessment: NVQs, Vocationally-Related Qualifications (VRQs) and Other Vocational Qualifications. Regulations and Guidance Relating to Candidates with Particular Requirements (code L16)

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 you |
| 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 |
| 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 |