

OCR Level 1 Nationals in ICT

Centre Handbook

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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 1 and are part of the OCR Nationals suite of qualifications:

OCR Level 1 National First Award in ICT

04626

OCR Level 1 National Award in ICT

04628

OCR Level 1 National Certificate in ICT

04630

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 the OCR website.

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.

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 1 National First Award in ICT			
OCR code	04626			
Level	This qualification has been accredited onto the National Qualifications Framework (NQF) at Level 1			
QAN	500/4271/3 (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 operational roles. This qualification is also suitable for those wishing to gain a Level 1 qualification to support further study in FE and HE and provides a progression route to the OCR Level 1 National First Award in ICT.			
Entry requirements	There are no formal entry requirements for this qualification.			
Qualification structure	To achieve this qualification, candidates must complete the mandatory units (in Group A).			
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 DCSF websites:</p> <p>http://www.dfes.gov.uk/section96</p> <p>http://www.dfes.gov.uk/section97</p>			
Performance figures	For information on this qualification's contribution to performance measurement please see the QCA's National Database of Accredited Qualifications (NDAQ): http://www.accreditedqualifications.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 2010			Revised date:
Last certification date*	31 August 2012			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 1 National Award in ICT			
OCR code	04628			
Level	This qualification has been accredited onto the National Qualifications Framework (NQF) at Level 1			
QAN	500/4266/x (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 operational roles. This qualification is also suitable for those wishing to gain a Level 1 qualification to support further study in FE and HE and provides a progression route to the OCR Level 1 National Certificate in ICT.			
Entry requirements	There are no formal entry requirements for this qualification.			
Qualification structure	To achieve this qualification, candidates must complete the mandatory units (in Group A), plus 2 optional units from Group B or the mandatory units, plus 1 optional units from Group B and 2 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/section96 http://www.dfes.gov.uk/section97			
Performance figures	For information on this qualification's contribution to performance measurement please see the QCA's National Database of Accredited Qualifications (NDAQ): http://www.accreditedqualifications.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 2010			Revised date:
Last certification date*	31 August 2012			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 1 National Certificate in ICT			
OCR code	04630			
Level	This qualification has been accredited onto the National Qualifications Framework (NQF) at Level 1			
QAN	500/4267/1 (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 operational roles. This qualification is also suitable for those wishing to gain a Level 1 qualification to support further study in FE and HE or in the workplace.			
Entry requirements	There are no formal entry requirements for this qualification.			
Qualification structure	To achieve this qualification, candidates must complete the mandatory units (in Group A), plus: <ul style="list-style-type: none"> • 4 optional units from Group B • 3 optional units from Group B, plus 2 optional units from Group C • 2 optional units from Group B, plus 4 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 DCSF websites: http://www.dfes.gov.uk/section96 http://www.dfes.gov.uk/section97			
Performance figures	For information on this qualification's contribution to performance measurement please see the QCA's National Database of Accredited Qualifications (NDAQ): http://www.accreditedqualifications.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 2010			Revised date:
Last certification date*	31 August 2012			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 1 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 1 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 and the chosen specialist pathway if selected
- 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 qualifications at Level 2 of the National Qualifications Framework
- 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/ Entry Level qualification before progressing onto these qualifications although, as a general guide, candidates with qualification profiles comparable to Level 1/ Entry Level 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 candidates entry for the full award.

2.6 Progression opportunities

Progression into employment

These qualifications are designed to enable candidates to enter employment at 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 1 National Certificate in ICT may:

- enter employment at operative level, e.g. desktop support etc.
- enter employment and undertake a related NVQ at a level appropriate to the job role, e.g. 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 1 National Certificate in ICT may:

- undertake additional Level 1 qualifications part-time or full-time in further education, e.g. OCR Level 1 National Certificate in another sector area, GCSEs
- undertake additional Level 2 qualifications part-time or full-time in further education, e.g. OCR Level 2 National Certificate/Diploma/Extended Diploma in ICT

2.7 Work experience

We have not made work experience a mandatory requirement of these qualifications because we accept the difficulties some candidates and centres have in gaining local access to a workplace.

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 9 and 10. 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 Units 4 and 8.

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, each of the units in these qualifications is likely to require approximately 60 guided learning hours (glh).

If candidates complete the OCR Level 1 National First Award in ICT, 120 (glh) are likely to be required.

If candidates complete the OCR Level 1 National Award in ICT, 240 (glh) are likely to be required

If candidates complete the OCR Level 1 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.

Units	Resources required
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)• E-mail 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
2 Web page 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

3 Digital imaging – plan and product 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
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
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
6 Spreadsheet skills	<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
7 Databases – modify and use	<p>Software</p> <ul style="list-style-type: none"> Relational database software (eg Access, Filemaker) <p>Resources</p> <ul style="list-style-type: none"> No additional non-ICT resources needed
8 E-commerce and digital technology	<p>Software</p> <ul style="list-style-type: none"> No specialist software required <p>Resources</p> <ul style="list-style-type: none"> No additional non-ICT resources needed
9 ICT hardware, software and support	<p>Software</p> <ul style="list-style-type: none"> Software to allow the creation and testing of routine and complex automated procedures. <p>Resources</p> <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)
10 ICT systems and installation of applications	<p>Software</p> <ul style="list-style-type: none"> Access to configure an Operating System (eg Windows, OSX, Virtual PC)

	<ul style="list-style-type: none"> • Access to configure applications software (eg Office software, Virtual PC) <p>Resources</p> <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)
11 Modifying an 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
12 Creating computer graphics for www	<p>Software</p> <ul style="list-style-type: none"> • Graphics software (eg Flash, Serif DrawPlus and PhotoPlus, Photoshop, Paintshop Pro) <p>Resources (Optional)</p> <ul style="list-style-type: none"> • No additional non-ICT resources needed
13 Editing sound using ICT	<p>Software</p> <ul style="list-style-type: none"> • Audio editing software (eg Audacity, sound recorder) <p>Resources (Optional)</p> <ul style="list-style-type: none"> • Digital sound recorder
14 Modifying video	<p>Software</p> <ul style="list-style-type: none"> • Video editing software (eg MovieMaker, Serif MoviePlus, iMovie) <p>Resources (Optional)</p> <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 qualifications.

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 the Department for Education, Lifelong Learning and Skills (DCELLS) for use by centres in Wales and by the Council for the Curriculum Examinations and Assessment (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

Centres should ensure that all candidates are given equal opportunity to demonstrate their competence for the qualifications against specified criteria. All of the specified criteria must be met by all candidates independently and may not be reworded or omitted in any circumstances. However, candidates may use mechanical, electronic and other aids in order to demonstrate competence so long as the aids are generally commercially available and can feasibly be used on employers' premises; software must not perform tasks for which credit is given to the candidate.

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 1 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 *JCQ publication: Suspected Malpractice in Examinations and Assessment* which is available from 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 1 Nationals programme. It is not a compulsory part of these qualifications. However, it is 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 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 Information and Communication Technology organisations. Some candidates may have part-time employment that can be utilised, while others may have parents who work in Information and Communication Technology organisations, 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; this qualification is 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 in the section **Internal moderation and sampling strategies**.

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 qualifications. 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 a specific business or 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.

Additionally, assessors would need to make sure that those role-playing the parts of customers are fully briefed and that the context is as near to a 'live' situation as possible.

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 (eg during role-play).

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 qualifications 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 qualifications:

- **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.

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

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

- Work does not meet the required standard.
- Assessment in the sample is inconsistent.
- Some evidence is missing or has not been cross-referenced to the assessment 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 (i.e. from the date of certification).

4 Certification

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

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

OCR Level 1 National First Award in ICT

Grade: Pass, Merit or Distinction

OCR Level 1 National Award in ICT

Grade: Pass, Merit or Distinction

OCR Level 1 National Certificate in ICT

Grade: Pass, Merit or Distinction

Candidates achieving one or more units but who do not meet the requirements for a full qualification 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 a 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 points for a unit graded at Merit
- 3 points for a unit graded at Distinction

OCR Level 1 National First Award ICT (120glh)

In order to achieve the **OCR Level 1 National Award ICT**, candidates must achieve a minimum Pass grade for:

- The mandatory units 1 and 2

To achieve a **Pass** grade for the full award, candidates must achieve a minimum Pass grade for each of the units (a total of 2 points).

To achieve a **Merit** for the full award, candidates must achieve a minimum of 3 points in total and to have passed all units.

To achieve a **Distinction** for the full award, candidates must achieve a minimum of 4 points in total and to have passed all units.

OCR Level 1 National Award in ICT (240glh)

In order to achieve the **OCR Level 1 National Award in ICT**, candidates must achieve a minimum Pass grade for:

- The mandatory units 1 and 2 (Group A) plus **two** optional units from Group B
- Or
- The mandatory units 1 and 2 (Group A) plus **one** optional unit from Group B and **two** optional units from Group C

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 points).

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

To achieve a **Distinction** for the full award, candidates must achieve a minimum of 10 points in total and to have passed all units.

OCR Level 1 National Certificate in ICT (360glh)

In order to achieve the **OCR Level 1 National Certificate in ICT**, candidates must achieve a minimum Pass grade for:

- The mandatory units 1 and 2 (Group A) plus **four** optional units from Group B
- Or
- The mandatory units 1 and 2 (Group A) plus **three** optional unit from Group B and **two** optional units from Group C
- Or
- The mandatory units 1 and 2 (Group A) plus **two** optional unit from Group B and **four** optional units from Group C

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

To achieve a **Distinction** for the full award, candidates must achieve a minimum of 15 points in total and to 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 OCR Operations either in writing or by calling 024 76 470033. 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 1 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 three qualifications at Level 1 draw from the pool of fourteen units. Candidates may achieve:

- First Award – **a total** of 2 units
- Award – **a minimum** of 4 units
- Certificate – **a minimum** of 6 units.

The structure of the qualifications consists of small chunks of learning to give opportunity for achievement at short intervals during the course. It is hoped that this structure will retain candidates and increase motivation.

Candidates may achieve certification after completion of Block 1 (National First Award), Block 2 (National Award) and Block 3 (National Certificate). Therefore, candidates may undertake a suitably sized qualification that meets their needs. Upon achievement of a block, candidates may undertake further units to achieve the next block. Alternatively, candidates not achieving the full National certificate but achieving the First Award or the Award qualifications will have achieved a coherent and meaningful qualification that they can use either to gain employment or further their education via a different route.

Block 1

Mandatory units (Group A)	
Unit 1	ICT Skills for business
Unit 2	Web page creation
Group B Optional Unit (60 glh)	
Unit 3	Digital imaging – plan and produce computer graphics
Unit 4	Design and produce multimedia products
Unit 5	Desktop publishing
Unit 6	Spreadsheet skills
Unit 7	Databases – modify and use
Unit 8	E-commerce and digital technology
Unit 9	ICT hardware, software and support
Unit 10	ICT systems and installation of applications
Optional Units (30 glh) – Group C	
Unit 11	Modifying an animation for the WWW using ICT
Unit 12	Creating computer graphics for the WWW
Unit 13	Editing sound using ICT
Unit 14	Modifying video

Each of the Level 1 qualifications draws on the same bank of 14 units. Requirements for each qualification are shown below.

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 an holistic approach to the delivery of the qualifications and identify opportunities to link the units. For example, there will be naturally occurring opportunities to link the evidence collection for Unit 1 with other units where the candidates carry out activities as a team and there will be opportunities to link sector-related evidence, e.g. early years care and education.

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

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 print.

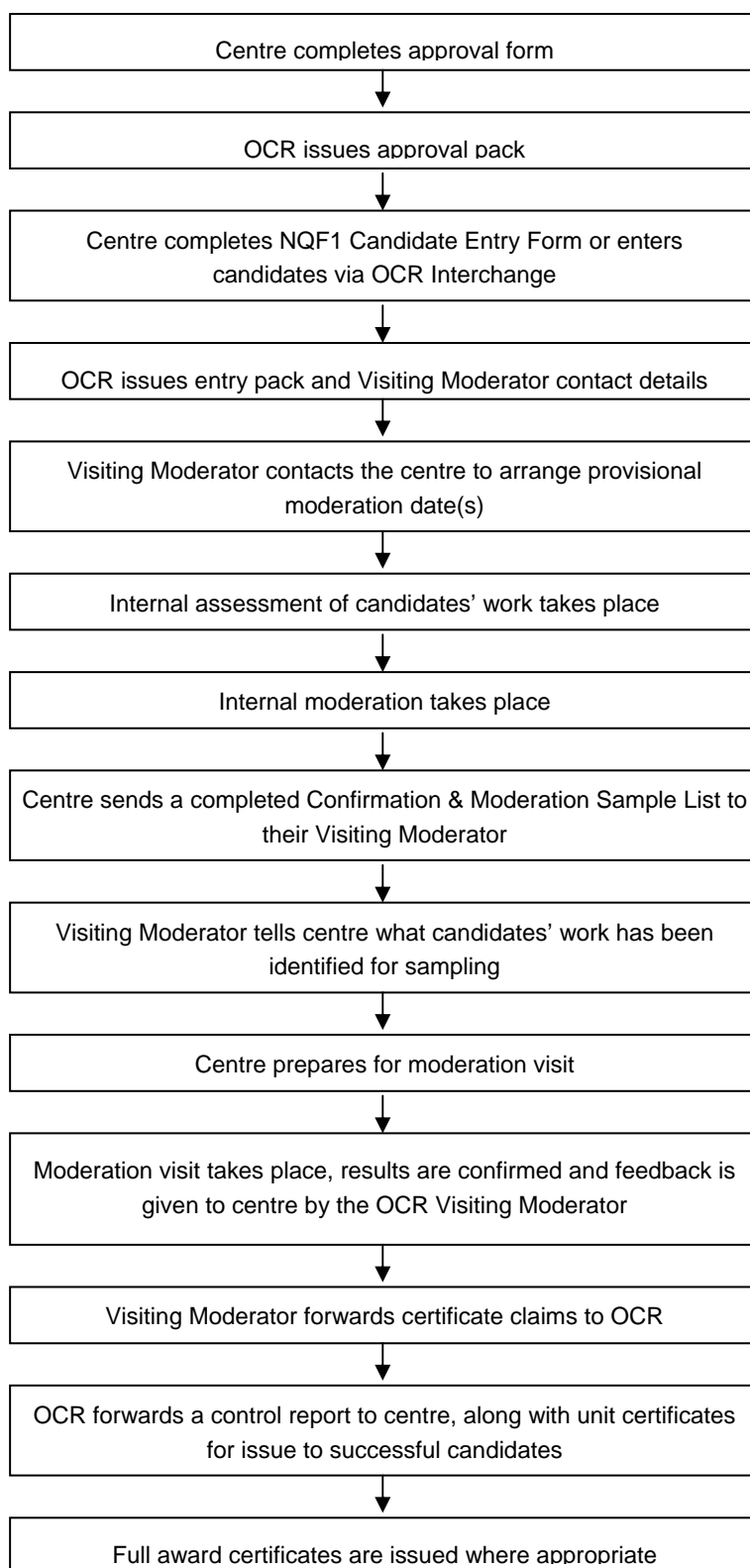
Grading

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.

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. Copies are available on the OCR 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 guide 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, 4 and 14)

OCR model assignments are currently available for Units 1, 2, 4 and 14. 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 can be found in the **Supporting Documentation** folder on this CD Rom:

- **Centre Authentication Form**
- **Evidence Record Sheet**
For use by candidates to cross-reference evidence to assessment objectives at unit level.
- **Integrated 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 (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							
		1	2	3	4	5	6	7	8

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: _____

OCR Level 1 National Award in ICT

Unit Evidence Record Sheet

Unit Number _____

Unit Title _____

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

Name of candidate: _____

Signature of candidate: _____ Date: _____

Evidence reference or location	Evidence	Assessment objectives							
		1	2	3	4	5	6	7	8

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							
		1	2	3	4	5	6	7	8

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: _____

OCR LEVEL 1 NATIONAL FIRST AWARD IN ICT

Record of Achievement

Candidate name: _____

UNIT TITLES		Date passed to Assessor	Assessor agreed completed
Mandatory units (Group A)			
Unit 1	ICT Skills for business		
Unit 2	Web page creation		
Group B Optional Unit (60 glh)			
Unit 3	Digital imaging – plan and produce computer graphics		
Unit 4	Design and produce multimedia products		
Unit 5	Desktop publishing		
Unit 6	Spreadsheet skills		
Unit 7	Databases – modify and use		
Unit 8	E-commerce and digital technology		
Unit 9	ICT hardware, software and support		
Unit 10	ICT systems and installation of applications		
Optional Units (30 glh) – Group C			
Unit 11	Modifying an animation for the WWW using ICT		
Unit 12	Creating computer graphics for the WWW		
Unit 13	Editing sound using ICT		
Unit 14	Modifying video		

OCR LEVEL 1 NATIONAL AWARD IN ICT

Record of Achievement

Candidate name: _____

UNIT TITLES		Date passed to Assessor	Assessor agreed completed
Mandatory units (Group A)			
Unit 1	ICT Skills for business		
Unit 2	Web page creation		
Group B Optional Unit (60 glh)			
Unit 3	Digital imaging – plan and produce computer graphics		
Unit 4	Design and produce multimedia products		
Unit 5	Desktop publishing		
Unit 6	Spreadsheet skills		
Unit 7	Databases – modify and use		
Unit 8	E-commerce and digital technology		
Unit 9	ICT hardware, software and support		
Unit 10	ICT systems and installation of applications		
Optional Units (30 glh) – Group C			
Unit 11	Modifying an animation for the WWW using ICT		
Unit 12	Creating computer graphics for the WWW		
Unit 13	Editing sound using ICT		
Unit 14	Modifying video		

OCR LEVEL 1 NATIONAL FIRST CERTIFICATE IN ICT

Record of Achievement

Candidate name: _____

UNIT TITLES		Date passed to Assessor	Assessor agreed completed
Mandatory units (Group A)			
Unit 1	ICT Skills for business		
Unit 2	Web page creation		
Group B Optional Unit (60 glh)			
Unit 3	Digital imaging – plan and produce computer graphics		
Unit 4	Design and produce multimedia products		
Unit 5	Desktop publishing		
Unit 6	Spreadsheet skills		
Unit 7	Databases – modify and use		
Unit 8	E-commerce and digital technology		
Unit 9	ICT hardware, software and support		
Unit 10	ICT systems and installation of applications		
Optional Units (30 glh) – Group C			
Unit 11	Modifying an animation for the WWW using ICT		
Unit 12	Creating computer graphics for the WWW		
Unit 13	Editing sound using ICT		
Unit 14	Modifying 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 1845 1080 1975" 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 Assessment Plan

Centre name:

Candidate's name:

Workplace details (if applicable)

Qualification:

Unit title:

Proposed activity – evidence to be produced

Centre number:

Assessor's name:

Unit number:

Assessment
objective

Assignment
ref

Target date

Assessor's signature:

Candidate's signature:

Date:

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

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:
(where applicable)

Date:

OCR Nationals Group Assessment Record

Centre name:

Qualification title:

Assessor(s):

Internal moderator(s):

Candidate number

Candidate name

Unit no/title:

Ass Grade Date IM Agree Date

Centre number:

OCR code:

Page of

Unit no/title:

Ass Grade Date IM Agree Date

Notes:

8 Model Assignments

OCR Model Assignments for Units: 1, 2, 4 and 14 can be downloaded from our website: www.ocr.org.uk (from September 2008).

9 Guidance For Candidates

9.1 What are the OCR Level 1 Nationals in ICT?

These qualifications aim to:

- 1 develop your knowledge and understanding of the Information and Communication Technology sector and IF APPLICABLE the chosen specialist pathway if selected
- 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 needed to participate in the operation and development of real Information and Communication Technology 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 their 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 14 units below and provide evidence that you have met the assessment objectives described in each unit.

OCR Level 1 National First Award in ICT

To achieve the National First Award you must complete two mandatory units listed below .

OCR Level 1 National in ICT

To achieve the National Award you must complete the two mandatory units PLUS two optional units from Group B

Or

The two mandatory units PLUS **one** optional units from Group B PLUS **two** optional units from Group C

OCR Level 1 National Certificate in ICT

To achieve the National Certificate you must complete the **two** mandatory units PLUS **four** optional units from Group B

Or

The two mandatory units PLUS **three** optional units from Group B PLUS **two** Optional units from Group C

Or

The two mandatory units PLUS **two** Optional units from Group B PLUS **four** optional units from Group C.

Mandatory units (Group A)	
Unit 1	ICT Skills for business
Unit 2	Web page creation
Group B Optional Unit (60 glh)	
Unit 3	Digital imaging – plan and produce computer graphics
Unit 4	Design and produce multimedia products
Unit 5	Desktop publishing
Unit 6	Spreadsheet skills
Unit 7	Databases – modify and use
Unit 8	E-commerce and digital technology
Unit 9	ICT hardware, software and support
Unit 10	ICT systems and installation of applications
Optional Units (30 glh) – Group C	
Unit 11	Modifying an animation for the WWW using ICT
Unit 12	Creating computer graphics for the WWW
Unit 13	Editing sound using ICT
Unit 14	Modifying 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 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 2 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, e.g. complete records accurately. Sometimes, your evidence must prove that you know or understand something, e.g. the different types of customers a business might have.

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 this qualification 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 1 National in Information and Communication Technology 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 1:

OCR Level 1 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 1:

OCR Level 1 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 1:

OCR Level 1 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 1 Nationals in ICT													
Key Skill	Evidence Ref	1	2	3	4	5	6	7	8	9	10	11	12	13	14
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 1.

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 National Level 1 in ICT		Content crossover with National Occupational Standards			
Unit	Title	IT Users (e-skills UK)	Contact Centres (e-skills UK)	IT User (for export to other sectors)	IT User (IT Professional)
1	Skills for business	DB2 Database software Level 2 MAIL2 Email 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 UEI2 Use IT to exchange information Level 2 WP2 Word processing software Level 2 WP3 Word processing software Level 3	CCIWC Interpersonal and written communication Level		
2	Web page creation	WEB1 Website Software Level 1			
3	Digital Imaging – plan and produce computer graphics	ART1 Artwork and imaging software Level 1 MSU1 Make selective use of IT Level 1		GU1 General uses of IT Level 1 UIT1 Use IT 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			

OCR National Level 1 in ICT		Content crossover with National Occupational Standards			
Unit	Title	IT Users (e-skills UK)	Contact Centres (e-skills UK)	IT User (for export to other sectors)	IT User (IT Professional)
5	Desktop publishing	AI1 Artwork and imaging software Level 1 AI2 Artwork and imaging software Level 2 MSU1 Make selective use of IT Level 1 MSU2 Make selective use of IT Level 2 GU1 General uses of IT Level 1 GU2 General uses of IT Level 2 PU1 Purposes for using IT Level 1			
6	Spreadsheet Skills	MSU1 Make selective use of IT Level 1 MSU2 Make selective use of IT Level 2 SS1 Spreadsheet software Level 1 SS2 Spreadsheet software Level 2		GU1 General uses of IT Level 1 PU1 Purposes for using IT Level 1 UIT1 Use IT software Level 1 UIT2 Use software Level 2	

OCR National Level 1 in ICT		Content crossover with National Occupational Standards			
Unit	Title	IT Users (e-skills UK)	Contact Centres (e-skills UK)	IT User (for export to other sectors)	IT User (IT Professional)
7	Databases – modify and use	DB1 Database software Level 1 DB2 Database software Level 2 MSU1 Make selective use of IT Level 1		GU1 General uses of IT Level 1 GU2 General uses of IT Level 2 PU1 Purposes for using IT Level 1	
8	Technological innovation and e-commerce	ITS1 IT security for users Level 1 ITS2 IT security for users Level 2 II1 Internet and intranets Level 1 II2 Internet and intranets Level 2 WP1 Word processing software Level 1		GU1 General uses of IT Level 1 PU1 Purposes for using IT Level 1 PU2 Purposes for using IT Level 2 UIT1 Use IT systems Level 1 UIT2 Use IT systems Level 2	
9	ICT Hardware, software and support	ITM1 IT maintenance for users Level 1 MSU1 Make selective use of IT Level 1 SO1 System operation Level 1 TS1 IT trouble-shooting for users Level 1	TA1 Technical advice and guidance Level 1 TF1 Technical fault remedy selection Level 1	GU1 General uses of IT Level 1	WICT1 Working with ICT hardware and equipment Level 1 TAG1 Technical advice and guidance Level 1 CC1 Customer Care Level 1

OCR National Level 1 in ICT		Content crossover with National Occupational Standards			
Unit	Title	IT Users (e-skills UK)	IT User Telecommunications (e-skills UK)	IT User (for export to other sectors)	IT Professional (E-Skills UK)
10	ICT systems and installation of applications	LG1 Laws and guidelines Level 1 OPU1 Operate a computer Level 1	SIU1 Software installation and upgrade Level 1	UIT1 Use IT systems Level 1	ICTHDW & EQ1 Working with ICT Hardware and equipment Level 1
11	Modifying an animation for the www using ICT	SBS1 Specialist or bespoke software Level 1 SBS2 Specialist or bespoke software Level 2 AIS1 Artwork and imaging software Level 1			ITCTS1 Testing ICT systems Level 1
12	Creating computer graphics for the www	AIS1 Artwork and imaging software Level 1			
13	Editing sound using ICT	SBS1 Specialist or bespoke software Level 1			
14	Editing video	SBS1 Specialist or bespoke software Level 1			

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
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 context	✓	✓	✓	✓		✓	✓		✓	✓		✓		
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 using ICT-based modelling, considering their advantages and limitations against other methods	✓								✓					

KS4 programme of study for ICT

Unit Coverage

1 2 3 4 5 6 7 8 9 10 11 12 13 14

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 context
- 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 an evaluating work as it progresses

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 ecommerce 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].

✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

KS4 programme of study for ICT

	Unit Coverage													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Breadth of study														
5. During the key stage, students should be taught the knowledge, skills and understanding through:														
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].	✓			✓	✓	✓	✓		✓	✓	✓			
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 1 qualifications in ICT:

OCR GCSE in ICT A

OCR GCSE in ICT B

OCR Certificate/Diploma for IT Practitioners (iPRO) Level 1

OCR Level 1 NVQ for IT Users

OCR National Level 1 In ICT		Content crossover with other OCR qualifications			
Unit	Title	OCR Level 1 NVQs for IT Users (ITQ)	OCR Level 1 Certificate for IT Practitioners (iPRO)	OCR GCSE in ICT A	OCR GCSE in ICT A
1	Skills for business	Unit 1: Make selective use of IT Unit 7: Use It to exchange information Unit 8: Internets and intranets Unit 9: Email Unit 10: Word processing Unit 11: Spreadsheets Unit 12: Databases Unit 15: IT presentations		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
2	Web page creation	Unit 13: Websites			5.3: Functionality and purpose 5.4: Problem solving using ICT
3	Digital Imaging – plan and produce computer graphics	Unit 14: IT artwork and Images		5.2: Practical skills and understanding relating to the use of IT applications	5.3: Functionality and purpose
4	Design and produce multimedia products			5.2: Practical skills and understanding relating to the use of IT applications	5.3: Functionality and purpose
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

OCR National Level 1 In ICT		Content crossover with other OCR qualifications			
Unit	Title	OCR Level 1 NVQs for IT Users (ITQ)	OCR Level 1 Certificate for IT Practitioners (iPRO)	OCR GCSE in ICT A	OCR GCSE in ICT A
6	Spreadsheet Skills	Unit 11: Spreadsheets		5.2: Practical skills and understanding relating to the use of IT applications	5.3: Functionality and purpose 5.4: Problem solving using ICT
7	Databases – modify and use	Unit 12: Databases		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
8	Technological innovation and e-commerce	Unit 2 Using IT Systems		5.3: ICT Applications, Systems, Networks and Communication Technology	
9	ICT Hardware, software and support	Unit 4: IT Trouble-shooting for users Unit 5: IT maintenance for users	Unit 2 Computer Hardware Unit 6 installing software		
10	ICT systems and installation of applications		Unit 6 installing software	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

OCR National Level 1 In ICT		Content crossover with other OCR qualifications			
Unit	Title	OCR Level 1 NVQs for IT Users (ITQ)	OCR Level 1 Certificate for IT Practitioners (iPRO)	OCR GCSE in ICT A	OCR GCSE in ICT A
11	Modifying an animation for the www using ICT	Unit 16:Specialist or bespoke software			5.3: Functionality and purpose
12	Creating computer graphics for the www	Unit 12 IT artwork and images			5.3: Functionality and purpose
13	Editing sound using ICT	Unit 16:Specialist or bespoke software			
14	Editing video	Unit 16:Specialist or bespoke software			

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 1 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, 7
2	Webpage creation	3, 4, 11, 12, 13, 14
3	Digital imaging – plan and produce computer graphics	2, 4, 5, 12
4	Design and produce multimedia products	2, 3, 4, 11, 13, 14
5	Desktop Publishing	1, 3, 4, 12
6	Spreadsheet skills	1
7	Databases – design and use	1
8	Technological innovation and e-commerce	
9	Customer support	10
10	IT systems and installation of applications	9
11	Modifying an animation for the www using ICT	2, 4
12	Creating computer graphics	2, 3, 5
13	Creating sound using ICT	2, 4
14	Modifying video	2, 4

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.qualifications@ocr.org.uk

Alternatively, you could visit our website at 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
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 OCR Officer
OCR Level 1 Nationals in ICT
ICT & Technology Division
Qualifications Division
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 by going to www.ocr.org.uk, or by contacting:

OCR Training
Customer Support Division
Progress House
Westwood way
Coventry
CV4 8JQ

Telephone: 02476 496 398
Fax: 02476 496 399
Email: training@ocr.org.uk

12.6 OCR Publications

OCR's Publications Catalogue (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 at 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 this qualification)

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)

13 Glossary

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

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

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