

# **Diploma in ICT Professional Competence (PROCOM)**

Level 2 Diploma in ICT Professional Competence

Scheme code 08737

Level 3 Diploma in ICT Professional Competence

Scheme code 08738

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# 1 Introduction

This Centre Handbook provides information for centre staff involved in the planning, delivery and assessment of the following qualifications which have been accredited onto the Qualifications and Credit Framework (QCF) at Level 2 & 3:

Level 2 Diploma in ICT Professional Competence

Level 3 Diploma in ICT Professional Competence

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

Further copies are available to download from our website [www.ocr.org.uk](http://www.ocr.org.uk).

## 1.1 The OCR Professional competence suite of qualifications

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The OCR PROCOM suite of qualifications provides candidates with high quality, industry-recognised qualifications. They are vocationally-related qualifications that provide valuable opportunities for individuals to develop skills and gain underpinning knowledge and understanding which will support entry or progression in the IT industry.

The Professional competence qualifications are vocationally-related, credit-based qualifications, designed to accredit the competence and skills of practitioners in the IT and Telecoms industry. They may be taken as stand alone qualifications, suitable for any person wishing to gain a broad understanding of employment within the sector or in conjunction with OCR knowledge qualifications towards an apprenticeship.

This qualification recognises the application of a range of IT skills and knowledge in the workplace, meeting employer workforce demands. The flexibility of this qualification will enable individuals' skills to be adapted for a specific job and employer requirement. They are based on national occupational standards from the IT and Telecommunications sector.

The awarding body for these qualifications is Oxford Cambridge and RSA Examinations (OCR) and the regulatory body is the Qualifications and Curriculum Authority (QCA).

These qualifications have been accredited onto the Qualifications and Credit Framework (QCF). They are endorsed by e-Skills UK, the sector body for Business and Information Technology.

## 1.2 Administration arrangements for these qualifications

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A separate publication, the *Administrative Guide to Vocational Qualifications* (code A850), provides details of the administration arrangements for these qualifications. The Administrative Guide is issued free on centre approval and is available on our website: [www.ocr.org.uk](http://www.ocr.org.uk).

## 1.3 What is the Qualifications and Credit Framework (QCF)?

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The QCF is a unit and credit-based regulatory framework which will replace the National Qualifications Framework (NQF). It is a way of recognising skills and qualifications by awarding credit for qualifications and units achieved.

## 1.4 If centre staff have queries

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This Centre Handbook and the Administrative Guide contain all the information needed to deliver 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. Support is also available on the dedicated OCR qualification page.

### **Collaborate with colleagues**

The OCR community is a place where you can collaborate with your colleagues around subjects and discuss education and assessments.

Join your subject group to share resources, join discussions and collaborate around specific qualifications.

You can register on-line at <http://social.ocr.org.uk/>

## 1.5 Documentation updates

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The information provided in this handbook was correct at the time of production. Occasionally OCR may update this information. Please refer to the qualification home pages on our website [www.ocr.org.uk](http://www.ocr.org.uk) for details regarding updates to these qualifications. For your convenience, the latest amended version of this handbook is available to download from the OCR website.

## 2 General information

### 2.1 Qualification profile

<b>Title</b>	Level 2 Diploma in ICT Professional Competence			
<b>OCR code</b>	08737			
<b>Level</b>	This qualification has been accredited on to the Qualifications and Credit Framework (QCF) at Level 2			
<b>QAN</b>	501/0735/5 (Qualification Accreditation Number)			
<b>Age group approved</b>	Pre-16	16-18	18+	19+
	✓	✓	✓	✓
<b>This qualification is suitable for</b>	This qualification is suitable for those who wish to develop their skills or gain access to a wide range of IT Professional job roles. The OCR Level 2 Diploma in ICT Professional Competence contributes to the IT and Telecoms Professionals Apprenticeship. Candidates who achieve this qualification may choose to progress to the OCR Level 3 Diploma in ICT Professional Competence.			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification.			
<b>Qualification structure</b>	To achieve this qualification, candidates must complete a total of 48 credits from 2 mandatory units and 39 credits from 192 Optional Units.			
<b>Assessment and grading</b>	This qualification is internally assessed by the centre staff (eg teachers/tutors, support workers, carers, assessors) and externally moderated by OCR. No assignments are set by OCR and centres are required to generate scenarios appropriate to suit their learners. These scenarios must allow candidates to meet all the Assessment Objectives and must be submitted with the candidates work. All units will be graded Pass or Fail.			
<b>Funding</b>	<p>For details on eligibility for public funding, please refer to the following websites.</p> <p><a href="http://www.education.gov.uk/section96/">http://www.education.gov.uk/section96/</a>  <a href="http://skillsfundingagency.bis.gov.uk/">http://skillsfundingagency.bis.gov.uk/</a></p> <p>When seeking public funding, centres will need to provide the Qualification Accreditation Number (QAN) shown above, please refer to the following websites</p>			
<b>Performance figures</b>	For information on this qualification's contribution to performance measurement please see the QCA's National Database of Accredited Qualifications (NDAQ): <a href="http://www.accreditedqualifications.org.uk">http://www.accreditedqualifications.org.uk</a>			
<b>Last entry date*</b>	31/03/2015			
<b>Last certification date*</b>	31/03/2017			

\*OCR will inform centres of changes to these dates. Please refer to our website [www.ocr.org.uk](http://www.ocr.org.uk) for current dates. All centre records must be updated accordingly.

<b>Title</b>	Level 3 Diploma in ICT Professional Competence			
<b>OCR code</b>	08738			
<b>Level</b>	This qualification has been accredited on to the Qualifications and Credit Framework (QCF) at Level 2			
<b>QAN</b>	501/1124/3 (Qualification Accreditation Number)			
<b>Age group approved</b>	Pre-16	16-18	18+	19+
		✓	✓	✓
<b>This qualification is suitable for</b>	This qualification is suitable for those who wish to develop their skills or gain access to a wide range of IT Professional job roles. The OCR Level 3 Diploma in ICT Professional Competence also contributes to the IT and Telecoms Professionals Advanced Apprenticeship.			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification.			
<b>Qualification structure</b>	To achieve this qualification, candidates must complete a total of 72 credits 12 credits from two mandatory units and 60 credits from 199 Optional Units.			
<b>Assessment and grading</b>	This qualification is internally assessed by the centre staff (eg teachers/tutors, support workers, carers, assessors) and externally moderated by OCR. No assignments are set by OCR and centres are required to generate scenarios appropriate to suit their learners. These scenarios must allow candidates to meet all the Assessment Objectives and must be submitted with the candidates work. All units will be graded Pass or Fail.			
<b>Funding</b>	<p>For details on eligibility for public funding, please refer to the following websites.</p> <p><a href="http://www.education.gov.uk/section96/">http://www.education.gov.uk/section96/</a>  <a href="http://skillsfundingagency.bis.gov.uk/">http://skillsfundingagency.bis.gov.uk/</a></p> <p>When seeking public funding, centres will need to provide the Qualification Accreditation Number (QAN) shown above, please refer to the following websites</p>			
<b>Performance figures</b>	For information on this qualification's contribution to performance measurement please see the QCA's National Database of Accredited Qualifications (NDAQ): <a href="http://www.accreditedqualifications.org.uk">http://www.accreditedqualifications.org.uk</a>			
<b>Last entry date</b>	31/03/2015			
<b>Last certification date</b>	31/03/2018			

## 2.2 Target market

The OCR Level 2 & 3 Diploma in ICT Professional Competence qualifications are suitable for those that deal with the application of a range of IT skills and knowledge in the workplace, meeting employer workforce demands. The flexibility of this qualification will enable individuals' skills to be adapted for a specific job and employer requirement

## 2.3 Qualification aims

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This qualification has been designed to develop the skills, knowledge and understanding required to enable progression to and from qualifications along the vertical and horizontal planes in the Qualifications and Credit Framework and the NQF.

For example, a candidate achieving an OCR Level 2 Diploma in ICT Professional Competence can widen their specialist skills and undertake the OCR Level 3 Diploma in ICT Professional Competence which could include vendor specialist units.

Equally, a candidate who has achieved a qualification such as the OCR Level 2 Diploma in ICT Professional competence is in an ideal position to build on the skills and knowledge when undertaking Level 3 of this qualification.

## 2.4 Statement of level

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The OCR Level 2 and 3 Diploma Qualifications assess skills at Level 2 or Level 3 of the Qualifications and Credit Framework.

The qualifications relate to the revised IT and Telecoms National Occupation Standards developed by e-skills.

## 2.5 Entry requirements

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

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

There are no formal requirements for entry. Candidates will be expected to have a standard of literacy and numeracy and a level of industry knowledge appropriate for a person working at Level 2/3.

## 2.6 Unique Learner Number (ULN)

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It is a QCA requirement that Awarding Bodies must capture the Unique Learner Number (ULN) for all candidates who have claimed certification for Level 2 & 3 Diploma in ICT Professional Competence. Where a candidate has a ULN, you should enter their number in the ULN field within the Candidate submission sheet (NQF4). For candidates who do not have a ULN, a claim will still be accepted if you leave this field blank but OCR will not be able to send these achievements to the Diploma Aggregation Service.

## 2.7 Entry restrictions

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There are no entry restrictions for OCR's Level 2 & 3 Level 2 & 3 Diploma in ICT Professional Competence qualifications.

## 2.8 Progression opportunities

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

An example of vertical progression could be a candidate who has achieved an OCR Level 2 Diploma in ICT Professional Competence then widens their specialist skills by undertaking the OCR Level 3 Diploma in ICT Professional Competence which could include advanced vendor specialist units such as Cisco or Microsoft.

An example of horizontal progression could be a candidate who has achieved an OCR Level 2 Diploma in ICT Professional Competence then moves to OCR Level 2 Diploma in ICT Professional Competence.

## 2.9 Supporting candidates

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

## 2.10 Wider issues

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

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

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Teachers and tutors delivering a course in ICT Professional Competence that supports these specifications would have opportunities to address ethical, social and moral values throughout all units.

- social and cultural values could be addressed through the exploration of the way in which IT Professionals interact with end-users
- social, cultural and ethical issues could be explored through the way in which companies use IT
- ethical and moral issues could be explored through a review of confidentiality and security issues in relation to the use of IT
- ethical and moral issues could be explored in relation to the responsibilities of those who work with data to ensure that information is accurate and provides an accurate and honest representation of facts.

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

Teachers and tutors delivering a programme of study that supports this specification would have opportunities to address these issues throughout the programme.

Specific examples of the way in which these issues could be addressed include:

- health and safety issues could be explored in relation to the use of equipment and the importance of ensuring the safety of people, equipment and premises
- health and safety could also be addressed through the review of working practices and through consideration of relevant legislation and procedures
- environmental issues could be addressed through the exploration of the way in which resources are used and disposed of
- European developments could be explored through discussion of regulations in areas such as data security, health and safety and environmental issues.

## 2.11 Guided learning hours

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

## 2.12 Available units in the Level 2 and Level 3 Diploma in ICT Professional Competence

Competence units							
Unit	Level	Title	L2	L3	UAN	Crdt	GLH
1	2	Develop own Effectiveness and Professionalism - Mandatory	√	<b>X</b>	Y/601/3317	6	30
2	3	Develop own Effectiveness and Professionalism - Mandatory	<b>X</b>	√	H/601/3501	9	45
3	1	Health & Safety - Mandatory	√	√	Y/500/7183	3	45
4	2	Computer Games Development	√	√	A/601/3164	4	28
5	3	Computer Games Development	√	√	F/601/3165	10	71
6	2	Creating a Procedural Computer Program	√	√	L/601/3167	7	60
7	3	Creating a Procedural Computer Program	√	√	R/601/3171	12	90
8	4	Designing and Developing Procedural Computer Programs	<b>X</b>	√	T/601/3311	15	90
9	2	Creating an Event Driven Computer Program	√	√	T/601/3177	7	60
10	3	Creating an Event Driven Computer Program	√	√	F/601/3179	12	90

11	4	Designing and Developing Event Driven Computer Programs	X	√	J/601/3300	15	90
12	2	Creating an Object Orientated Computer Program	√	√	A/601/3181	7	60
13	3	Creating an Object Orientated Computer Program	√	√	L/601/3184	12	90
14	4	Designing and Developing Object Orientated Computer Programs	X	√	T/601/3308	15	90
15	2	Customer Care in ICT	√	√	A/500/7158	9	45
16	3	Customer Care in ICT	√	√	F/500/7159	12	100
17	2	Data Modelling	√	√	A/601/3200	6	45
18	3	Data Modelling	√	√	L/601/3203	9	75
19	2	IT Project Management	√	√	T/502/1110	4	30
20	3	IT Project Management	√	√	L/502/1114	10	60
21	2	Software Installation and Upgrade	√	√	D/500/7329	9	80
22	3	Software Installation and Upgrade	√	√	R/500/7330	12	100
23	2	System Management	√	√	Y/500/7331	6	55
24	3	System Management	√	√	D/500/7332	12	100
25	2	Technical Advice and Guidance	√	√	F/601/3506	9	50
26	3	Technical Advice and Guidance	√	√	J/601/3507	12	75
27	2	Technical Fault Diagnosis	√	√	T/601/3292	9	45
28	3	Technical Fault Diagnosis	√	√	A/601/3293	12	75
29	2	Testing ICT Systems	√	√	A/500/7354	9	80
30	3	Testing ICT Systems	√	√	F/500/7355	12	100
31	2	User Profile Administration	√	√	H/500/7378	6	55
32	3	User Profile Administration	√	√	K/500/7379	9	80
33	2	ICT System Operation	√	√	F/500/7338	9	45
34	2	Introduction to IT Systems Development	√	√	J/601/3247	6	50
35	3	Investigating and Defining Customer Requirements for ICT Systems	√	√	R/601/3249	12	75
36	3	Quality Management of ICT Products and Services	√	√	T/500/7210	12	100
37	3	Remote Support for Products and Services	√	√	D/500/7217	12	100
38	3	Security of ICT Systems	√	√	D/500/7220	12	100
39	3	System Operation	√	√	A/500/7340	12	100
40	2	Working with ICT Hardware Equipment and Systems	√	√	K/500/7382	9	45
41	4	Data Structures and Algorithms	X	√	R/601/3297	15	90
42	4	Designing and Developing a Website	X	√	L/601/3315	15	90
195	1	Customer Care in ICT	√	√	T/500/7157	6	50

196	2	Interpersonal and Written Communication	√	√	T/500/7207	9	60
197	3	Managing Software Development	√	√	T/500/6798	12	90
198	3	Interpersonal and Written Communication	√	√	A/500/7208	12	100
199	3	Working with ICT Hardware and Equipment	√	√	M/500/7383	12	100
200	4	Working with ICT Hardware and Equipment	X	√	T/500/7384	15	90
201	4	Security of ICT Systems	X	√	H/500/7221	15	90

### Vendor Units

Unit	Level	Title	L2	L3	UAN	Crdt	GLH
43	2	Cisco IT essentials part 1	√	√	L/601/7459	10	80
44	2	CompTIA A+ 602	√	√	F/501/3592	9	80
45	2	CompTIA A+ 603	√	√	J/501/3593	9	80
46	2	CompTIA A+ 604	√	√	L/501/3594	9	80
47	2	CompTIA A+ essentials	√	√	H/602/1386	10	60
48	2	CompTIA A+ practical application	√	√	M/602/1388	10	60
49	2	CompTIA DHTI+	√	√	D/501/3597	9	80
50	2	Configuring Microsoft Windows Vista Client	√	√	J/502/3623	9	60
51	2	Deploying and maintaining Windows Vista Client and 2007 Microsoft Office system desktops	√	√	A/502/3649	9	60
52	2	Microsoft Office Groove 2007, configuring	√	√	F/600/4370	5	25
53	2	Microsoft Office Project 2007, managing projects	√	√	K/600/4394	6	34
54	2	Microsoft Virtual Earth 6.0, application development	√	√	F/600/4319	5	25
55	2	Pre-installing for OEMs Windows Vista and Server operating systems	√	√	M/600/4378	3	15
56	2	Supporting and troubleshooting applications on a Windows Vista Client for Consumer Support Technicians	√	√	K/502/3646	9	60
57	2	Supporting and troubleshooting applications on a Windows Vista Client for Enterprise Support Technicians	√	√	H/502/3628	9	60
58	2	Supporting users and troubleshooting a Microsoft Windows XP operating system	√	√	L/502/3798	9	60
59	2	Supporting users and troubleshooting desktop applications on a Microsoft Windows XP operating system	√	√	D/502/4065	9	60
60	2	Windows 7, Enterprise Desktop Support Technician	√	√	D/601/6798	8	70
61	3	Cisco Discovery designing and supporting computer networks	√	√	L/601/6909	10	80
62	3	Cisco Discovery introducing routing and switching in the enterprise	√	√	Y/601/6900	10	80
63	3	Cisco Discovery networking for home and small business	√	√	M/601/6840	10	80
64	3	Cisco Discovery working at a small-to-medium business or ISP	√	√	D/601/6820	10	80
65	3	Cisco Entrepreneur: growing a business	√	√	R/601/9567	10	80
66	3	Cisco Entrepreneur: iExec enterprise essentials	√	√	Y/601/9568	10	80
67	3	Cisco Entrepreneur: starting a business	√	√	D/601/9572	10	80
68	3	Cisco Exploration accessing the WAN	√	√	K/601/7422	10	80
69	3	Cisco Exploration LAN switching and wireless	√	√	K/601/7453	10	80
70	3	Cisco Exploration network fundamentals	√	√	A/601/7537	10	80

71	3	Cisco Exploration routing protocols and concepts	√	√	H/601/7421	10	80
72	3	Cisco IT essentials part 2	√	√	F/601/7457	10	80
73	3	CompTIA Convergence+	√	√	Y/501/3596	9	80
74	3	CompTIA Linux+	√	√	H/501/3598	9	80
75	3	CompTIA Network + 2009	√	√	A/602/1393	10	60
76	3	CompTIA Network+	√	√	L/500/7312	9	80
77	3	CompTIA Security+	√	√	K/501/3599	9	80
78	3	CompTIA Security+ 2008	√	√	L/602/1396	10	60
79	3	CompTIA Server+	√	√	R/501/3600	9	80
80	3	CompTIA Server+ 2009	√	√	R/602/1397	10	60
81	3	Configuration Microsoft Forefront Client and Server	√	√	L/600/4372	7	35
82	3	Configuring Microsoft Desktop Optimization Pack	√	√	K/600/4377	10	54
83	3	Configuring Microsoft Internet Security and Acceleration Server 2006	√	√	T/600/4284	10	54
84	3	Configuring Microsoft Office Communications Server 2007	√	√	T/600/4396	4	20
85	3	Configuring Microsoft Office Project Server 2007	√	√	A/600/4397	7	35
86	3	Configuring Microsoft Office SharePoint Server 2007	√	√	Y/600/4391	13	98
87	3	Configuring Microsoft System Center Configuration Manager 2007	√	√	F/600/4286	10	54
88	3	Configuring Microsoft System Center Operations Manager 2007	√	√	A/600/4285	10	54
89	3	Configuring Windows Essential Business Server 2008	√	√	T/600/4379	11	55
90	3	Configuring Windows Server 2008 Active Directory	√	√	M/502/3650	13	90
91	3	Configuring Windows Server 2008 Applications Infrastructure	√	√	L/502/3638	13	90
92	3	Configuring Windows Server 2008 Network Infrastructure	√	√	J/502/3640	11	90
93	3	Configuring Windows Server Virtualization	√	√	M/600/4381	5	25
94	3	Configuring Windows SharePoint Services 3.0	√	√	D/600/4392	12	90
95	3	Configuring Windows Small Business Server 2008	√	√	K/600/4380	11	55
96	3	Designing and developing Enterprise applications using the Microsoft .NET Framework 3.5	√	√	L/600/4386	10	50
97	3	Designing and developing Windows applications using the Microsoft .NET Framework 3.5	√	√	F/600/4384	7	35
98	3	Designing, deploying, and managing a Network Solution for a small- and medium-sized business	√	√	F/600/4241	6	34
99	3	Designing, implementing, and managing Microsoft Windows Mobile	√	√	A/600/4304	5	34

100	3	Developing business process and integration solutions using Microsoft BizTalk Server	√	√	H/600/4233	12	74
101	3	Implementing a Microsoft SQL Server 2008 database	√	√	R/600/4289	9	54
102	3	Implementing and administering security in a Microsoft Windows Server 2003 Network	√	√	R/501/2866	7	65
103	3	Implementing and maintaining Microsoft SQL Server 2008	√	√	J/600/4287	10	54
104	3	Implementing and managing Microsoft Exchange Server 2003	√	√	T/501/2827	7	65
105	3	Implementing Microsoft Internet Security and Acceleration (ISA) Server 2004	√	√	M/600/4283	10	54
106	3	Implementing, managing, and maintaining a Windows Server 2003 Network Infrastructure	√	√	H/501/2824	10	90
107	3	Implementing, managing, and troubleshooting Microsoft Office Live Communications Server 2005	√	√	J/600/4239	6	44
108	3	Installing, configuring and administering MS Windows 2000 Professional	√	√	Y/501/2867	7	60
109	3	Installing, configuring and administering MS Windows XP Professional	√	√	A/501/2604	7	65
110	3	Installing, configuring, and administering Microsoft Internet Security and Acceleration (ISA) Server 2000, Enterprise Edition	√	√	K/501/2825	4	38
111	3	Installing, Configuring, and Administering Microsoft SQL Server 2000 Enterprise Edition	√	√	M/501/2826	7	65
112	3	Interconnecting Cisco Networking Devices (CCNA Parts 3 and 4)	√	√	K/501/2968	18	150
113	3	Introduction to Cisco Networking Technologies (CCNA parts 1 and 2)	√	√	H/501/2967	18	150
114	3	Managing and maintaining a Windows Server 2003 environment	√	√	J/501/2606	7	65
115	3	Microsoft .NET Framework - application development foundation	√	√	H/600/4314	12	64
116	3	Microsoft .NET Framework 2.0 - distributed application development	√	√	D/600/4313	10	54
117	3	Microsoft .NET Framework 2.0 - Web-based client development	√	√	Y/600/4312	12	90
118	3	Microsoft .NET Framework 2.0 – Windows-based client development	√	√	R/600/4311	12	90
119	3	Microsoft .NET Framework 3.5 – Windows Communication Foundation application development	√	√	L/600/4307	5	34
120	3	Microsoft .NET Framework 3.5 – Windows Presentation Foundation application development	√	√	J/600/4306	5	34
121	3	Microsoft .NET Framework 3.5 – Windows Workflow Foundation application development	√	√	R/600/4308	5	25
122	3	Microsoft .NET Framework 3.5, ADO.NET application development	√	√	D/600/4375	6	30
123	3	Microsoft .NET Framework 3.5, Windows Forms application development	√	√	Y/600/4309	12	90
124	3	Microsoft Office PerformancePoint Server 2007, applications	√	√	J/600/4371	6	34
125	3	Microsoft Office Project Server 2007, managing projects	√	√	M/600/4395	7	35

126	3	Microsoft Office SharePoint Server 2007 – application development	√	√	T/600/4317	12	60
127	3	Microsoft Office Visio 2007, application development	√	√	T/600/4320	5	34
128	3	Microsoft SQL Server 2005 - implementation and maintenance	√	√	H/502/3581	13	90
129	3	Microsoft Windows Mobile 5.0 - application development	√	√	K/600/4315	12	64
130	3	Microsoft Windows SharePoint Services 3.0 – application development	√	√	M/600/4316	12	84
131	3	Oracle Academy: data design	√	√	D/601/7546	10	80
132	3	Oracle Academy: database design and programming with SQL	√	√	J/601/7542	10	80
133	3	Oracle Academy: database programming with PL/SQL	√	√	Y/601/7545	20	160
134	3	Planning and maintaining a Microsoft Windows Server 2003 network infrastructure	√	√	H/501/2712	3	28
135	3	Pro: designing and developing ASP.NET Applications using the Microsoft .NET Framework 3.5	√	√	J/600/4385	7	35
136	3	Upgrading your MCDST Certification to MCITP Enterprise Support	√	√	R/600/4390	8	54
137	3	Upgrading your MCSA on Windows Server 2003 to Windows Server 2008, Technology Specialist	√	√	F/600/4398	10	54
138	3	Visual Studio 2005 Team Foundation Server	√	√	L/600/4310	7	35
139	3	Visual Studio 2005 Tools for the Microsoft Office System	√	√	A/600/4318	5	25
140	3	VM Ware Master Enterprise administration	√	√	T/601/9562	10	80
141	3	VM Ware Master Enterprise design	√	√	A/601/9563	10	80
142	3	Windows 7, Enterprise Desktop Administrator	√	√	H/601/6799	8	70
143	3	Windows Server 2008, Enterprise Administrator	√	√	T/502/3634	14	90
144	3	Windows Server 2008, Server Administrator	√	√	J/502/3637	11	90
145	4	Business intelligence development and maintenance using Microsoft SQL Server 2008	X	√	M/600/4297	13	94
146	3	Cisco CCNP route	√	√	F/601/9581	10	80
147	4	Cisco CCNP switch	X	√	J/601/9582	10	80
148	4	Cisco CCNP troubleshooting	X	√	L/601/9583	20	180
149	4	Configuring and managing Windows Server 2003 hosted environments	X	√	F/600/4305	4	24
150	4	Deploying messaging solutions with Microsoft Exchange Server 2007	X	√	T/600/4236	9	54
151	4	Designing a business intelligence infrastructure by using Microsoft SQL Server 2005	X	√	H/600/4295	13	94
152	4	Designing a business intelligence infrastructure using Microsoft SQL Server 2008	X	√	H/600/4300	11	55
153	4	Designing a database server infrastructure by using Microsoft SQL Server 2005	X	√	R/600/4292	12	74
154	4	Designing a Windows Server 2003 Active Directory and Network infrastructure	X	√	L/600/4243	11	55
155	4	Designing and developing Enterprise applications by using the Microsoft .NET Framework	X	√	T/600/4365	9	45

156	4	Designing and developing Web-based applications by using the Microsoft .NET Framework	X	√	K/600/4363	12	60
157	4	Designing and developing Windows-based applications by using the Microsoft .NET Framework	X	√	M/600/4364	12	60
158	4	Designing and optimizing data access by using Microsoft SQL Server 2005	X	√	L/600/4291	12	74
159	4	Designing database solutions and data access using Microsoft SQL Server 2008	X	√	A/600/4299	10	54
160	4	Designing database solutions by using Microsoft SQL Server 2005	X	√	J/600/4290	10	54
161	4	Designing messaging solutions with Microsoft Exchange Server 2007	X	√	M/600/4235	10	54
162	4	Designing security for a Windows Server 2003 Network	X	√	D/600/4246	7	35
163	4	Designing, optimizing and maintaining a database administrative solution Using Microsoft SQL Server 2008	X	√	T/600/4298	10	54
164	4	Implement and maintain Microsoft SQL Server 2005 Business Intelligence	X	√	D/600/4294	13	94
165	4	MCAD skills to MCPD web developer by using the Microsoft .NET Framework	X	√	A/600/4366	13	98
166	4	MCAD skills to MCPD windows developer by using the Microsoft .NET Framework	X	√	F/600/4367	13	98
167	4	MCAD skills to MCTS web applications by using the Microsoft .NET Framework	X	√	Y/600/4374	12	90
168	4	MCAD skills to MCTS windows applications by using the Microsoft .NET Framework	X	√	R/600/4373	12	90
169	4	Microsoft .NET Framework 3.5, ASP.NET application development	X	√	A/600/4383	7	35
170	4	Optimizing and maintaining a database administration solution by using Microsoft SQL Server 2005	X	√	Y/600/4293	10	54
171	4	Planning, deploying, and managing Microsoft Systems Management Server 2003	X	√	J/600/4225	12	84
172	4	Planning, implementing, and maintaining a Windows Server 2003 Active Directory Infrastructure	X	√	J/600/4242	11	55
173	4	Transition your MCITP SQL Server 2005 BI Developer to MCITP SQL Server 2008 BI Developer	X	√	T/600/4303	5	34
174	4	Transition your MCITP SQL Server 2005 DBA to MCITP SQL Server 2008	X	√	K/600/4301	5	34
175	4	Transition your MCITP SQL Server 2005 DBD to MCITP SQL Server 2008 DBD	X	√	M/600/4302	5	34
176	4	Upgrade MCDBA skills to MCITP database administrator by using Microsoft SQL Server 2005	X	√	K/600/4296	13	98
177	4	Upgrading your MCSE on Windows Server 2003 to Windows Server 2008, technology specialist	X	√	T/600/4382	13	84
178	4	Windows Embedded CE 6.0 development	X	√	Y/600/4388	10	54
186	3	Configuring Microsoft Exchange Server 2007	√	√	J/502/3556	12	90
187	2	Software Development Fundamentals	√	√	M/602/6347	10	80
188	2	Windows Development Fundamentals	√	√	T/602/6348	10	80

189	2	Web Development Fundamentals	√	√	F/602/6353	10	80
190	2	Windows Server Administration Fundamentals	√	√	T/602/6351	10	80
191	2	Security Fundamentals	√	√	A/602/6349	10	80
192	2	Networking Fundamentals	√	√	M/602/6350	10	80
193	2	Database Administration Fundamentals	√	√	A/602/6352	10	80
194	2	Configuring Windows 7	√	√	Y/601/6797	6	50

## 2.13 Barred competence unit combinations

	Unit number	UAN	Level	Unit Title
One of	4	A/601/3164	2	Computer games development
	5	F/601/3165	3	Computer games development
One of	6	L/601/3167	2	Creating a procedural computer program
	7	R/601/3171	3	Creating a procedural computer program
	8	T/601/3311	4	Designing and developing procedural computer programs
One of	9	T/601/3177	2	Creating an event driven computer program
	10	F/601/3179	3	Creating an event driven computer program
	11	J/601/3300	L	Designing and Developing event Driven Computer Programs
One of	12	A/601/3181	2	Creating an object oriented computer program
	13	L/601/3184	3	Creating an object oriented computer program
	14	T/601/3308	4	Designing and developing object-oriented computer programs
One of	195	T/500/7157	1	Customer Care in ICT
	15	A/500/7158	2	Customer care in ICT
	16	F/500/7159	3	Customer care in ICT
One of	17	A/601/3200	2	Data modelling
	18	L/601/3203	3	Data modelling
One of	19	T/502/1110	2	IT project management
	20	L/502/1114	3	IT project management
One of	21	D/500/7329	2	Software installation and upgrade
	22	R/500/7330	3	Software installation and upgrade
One of	23	Y/500/7331	2	System Management
	24	D/500/7332	3	System Management
One of	25	F/601/3506	2	Technical advice and guidance
	26	J/601/3507	3	Technical advice and guidance
One of	27	T/601/3292	2	Technical fault diagnosis
	28	A/601/3293	3	Technical fault diagnosis
One of	29	A/500/7354	2	Testing ICT systems
	30	F/500/7355	3	Testing ICT systems

One of	31	H/500/7378	2	User profile administration
	32	K/500/7379	3	User profile administration

## 2.14 Restricted optional unit barred combinations

	Unit number	UAN	Level	Unit Title	Credits
One of	179	Y/502/4257	Level 2	IT security for users	2
	180	D/502/4258	Level 3	IT security for users	3
	181	L/502/4207	Level 2	IT user fundamentals	3
One of	182	H/502/4245	Level 2	Optimise IT system performance	4
	183	K/502/4246	Level 3	Optimise IT system performance	5
One of	184	L/502/4210	Level 2	Set up an IT system	4
	185	R/502/4211	Level 3	Set up an IT system	5

## 2.15 Vendor unit barred combinations

Title	UAN	Unit number	Barred with unit/s	Level
CISCO				
Cisco Exploration Accessing the WAN	K/601/7422	68	61	Level 3
Cisco Exploration LAN Switching and Wireless	K/601/7453	69	62	Level 3
Cisco Exploration Network Fundamentals	A/601/7537	70	63	Level 3
Cisco Exploration Routing Protocols and Concepts	H/601/7421	71	64	Level 3
Cisco Discovery Designing and Supporting Computer Networks	L/601/6909	61	68	Level 3
Cisco Discovery Introducing Routing and Switching in the Enterprise	Y/601/6900	62	69	Level 3
Cisco Discovery Networking for Home and Small Business	M/601/6840	63	70	Level 3
Cisco Discovery Working at a Small-to-Medium Business or ISP	D/601/6820	64	71	Level 3
Introduction to Cisco Networking Technologies (CCNA parts 1 and 2)	H/501/2967	113	61,62, 68, 69	Level 3
Interconnecting Cisco Networking Devices (CCNA Parts 3 and 4)	K/501/2968	112	63, 64, 70, 71	Level 3
CompTIA				
CompTIA Network+	L/500/7312	76	75	Level 3

CompTIA Network + 2009	A/602/1393	75	76	Level 3
CompTIA Security+ 2008	L/602/1396	78	77	Level 3
CompTIA Security+	K/501/3599	77	78	Level 3
CompTIA Server+ 2009	R/602/1397	80	79	Level 3
CompTIA Server+	R/501/3600	79	80	Level 3
Microsoft				
Designing a Business Intelligence Infrastructure Using Microsoft SQL Server 2008	H/600/4300	152	151	Level 4
Designing a Business Intelligence Infrastructure by Using Microsoft SQL Server 2005	H/600/4295	151	152	Level 4

## 2.16 Unit Exemptions

Unit Title	Old UAN	Old unit number	New UAN	New unit number
Health & Safety	K/102/7607	1BB	Y/500/7183	3
Customer Care in ICT	M/102/7608	1CC	T/500/7157	195
Customer Care in ICT	D/102/7619	2CC	A/500/7158	15
Interpersonal and Written Communication	Y/102/7621	2DD	T/500/7207	196
Interpersonal and Written Communication	M/102/7656	3DD	A/500/7208	198
Managing Software Development	T/102/7660	3LL	T/500/6798	197
Quality Management for ICT Products or Services	A/102/7661	3MM	T/500/7210	36
Remote Support for Products or Services	T/102/7657	3EE	D/500/7217	37
Security of ICT Systems	F/102/7662	3NN	D/500/7220	38
Software Installation and Upgrade	A/102/7644	2QQ	D/500/7329	21
Software Installation and Upgrade	R/102/7665	3QQ	R/500/7330	22
System Management	F/102/7645	2RR	Y/500/7331	23
System Management	Y/102/7666	3RR	D/500/7332	24
System Operation	D/102/7667	3SS	A/500/7340	39
Testing ICT Systems	R/102/7651	2WW	A/500/7354	29
Testing ICT Systems	M/102/7673	3WW	F/500/7355	30
User Profile Administration	L/102/7650	2XX	H/500/7378	31
User Profile Administration	H/102/7671	3XX	K/500/7379	32
Working with ICT Hardware and Equipment	Y/102/7652	2YY	M/500/7383	40
Working with ICT Hardware and Equipment	K/102/7672	3YY	M/500/7383	199

## 2.17 Funding

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This qualification has been accredited onto the QCF and is eligible for public funding. When seeking public funding, centres will need to provide the Qualification Accreditation Number (QAN) shown above.

Should you require any more information on funding please refer to the following websites

<http://www.education.gov.uk/section96/>

<http://skillsfundingagency.bis.gov.uk/>

## 2.18 Mode of delivery

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OCR does not specify the mode of study or specify a time limit for the achievement of these qualifications other than the expiry dates for entry and certification laid down by the regulatory authorities 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 teachers/tutors and assessors.

The candidate may choose to approach the qualification holistically and combine elements from multiple units together as part of a project. This is acceptable from a working perspective but centres and candidates must ensure that each unit is evidenced in its own right, which may require the candidate to present the evidence several times, and will also require them to clearly indicate for each unit where the assessment objectives and learning outcomes are met.

## 2.19 Resources

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

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

Centres will need to provide appropriate assessment facilities for learners that comply with the regulations laid down by OCR (the *Administrative Guide to Vocational Qualifications* – code A850) and the *JCQ Instructions for Conducting Examinations*, available on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

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

Centres should ensure that appropriate physical resources are available in line with guidance provided in this handbook.

## 2.20 Delivery in Wales and Northern Ireland

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The specification for these qualifications has only been approved by QCA for delivery in England/Wales/Northern Ireland during the life of the qualifications.

The specification for these qualifications has been approved by the Department for Children, 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, including in the external assessment, 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.

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

## 2.21 Arrangements for candidates with access-related needs

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We aim to make sure that all candidates are given equal opportunity to demonstrate their skills.

OCR recognises that there are some candidates who can demonstrate attainment in the skills being assessed, but who may be disadvantaged by standard assessment arrangements. For these candidates standard assessment arrangements may be adjusted to enable them to compete on an equal basis with other candidates, provided that the adjustments do not compromise the integrity of the qualification(s).

Adjustments to standard assessment arrangements are made on the basis of the individual needs of candidates. This is to ensure that the adjustment will only compensate candidates for their particular difficulty without giving them an advantage over others.

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

The responsibility for providing adjustments to assessment is one which is shared between OCR and the centre. Centre staff should consult the JCQ publication *Access Arrangements and Special Consideration for General and Vocational Qualifications* for a description of their responsibilities and the procedures by which adjustments can be made.

For further guidance on specific assessment requirements of individual qualifications and appropriate adjustments to assessment, centres are advised to contact the relevant Qualifications Team at OCR's Coventry office.

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. OCR's website provides further advice on assessment arrangements for candidates with particular assessment requirements in the Administration/Vocational Qualifications/Special Requirements area.

## 2.22 Results enquiries and appeals

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Please refer to the *Administrative Guide to Vocational Qualifications* (code A850) which can be downloaded from the OCR website [www.ocr.org.uk](http://www.ocr.org.uk)

## 2.23 Centre malpractice guidance

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It is the responsibility of the Head of Centre\* to report (in writing) all cases of suspected malpractice involving centre staff or 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 the OCR Customer Contact Centre: 024 76 851509.

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

# 3 Assessment and moderation

## 3.1 Internal Assessment

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These qualifications are designed around the principle that learners will build evidence towards the achievement of a level over a period of time. Evidence is assessed on an ongoing basis. Once all assessment criteria have been met the evidence is then submitted to OCR for external moderation.

The unit assessment criteria reflect the demands of the learning outcomes for the unit.

In order for learners to be able to effectively progress towards meeting the requirements of each assessment criterion, teachers/tutors must make sure that the supporting knowledge, understanding and skills requirements for each criterion 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 criteria applied.

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

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

### Centre-assessed units

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All units are centre-assessed and externally moderated by OCR. Centres will need to devise activities/assignments that enable candidates to meet all of the assessment objectives in these units. To help centres with this, OCR has produced specific assessment requirements for each unit. These can be found within each unit.

When candidates complete an assignment/activity, the centre assessor (usually the teacher/tutor) assesses their work. Centres will need to identify staff who will act as assessors. Assessors will need to have experience in making judgments about candidates' progress.

Assessors must:

- judge candidate work against the standard identified in the Assessment Guidance
- identify valid and sufficient evidence
- identify gaps in evidence
- give feedback to candidates
- liaise with other assessors in the centre to ensure consistent standards
- verify candidate achievement by completing and signing OCR documentation (ie Evidence Checklists)
- maintain records of candidates' achievements.

### Internal standardisation

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Internal standardisation is an important part of the local assessment process. Centres will be required to demonstrate that a system is in place which ensures that all assessment is being carried out in a similar way and to an equivalent standard across all teachers/tutors acting as

assessors. OCR will require evidence of this process. Centres are required to keep evidence of standardisation and records of any decisions/issues for a minimum of one year.

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

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

## External moderation

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External moderation ensures centres' internal assessments meet the national requirements of these qualification(s).

OCR Examiner-moderators are appointed by OCR to moderate centre assessment decisions.

OCR requires centres to submit only the appropriate documentation for specific units for moderation. OCR does not require centres to submit for moderation additional evidence produced by the candidate in the course of an activity. OCR, however, anticipates that centres will wish to create programmes of learning for candidates towards the completion of these units that will generate additional items of evidence. Centres are free to do this, but OCR does not require these items for accreditation of unit achievement.

OCR requires that all Evidence Checklists submitted in support of achievement are signed by the teachers/tutor prior to submission for moderation.

Teachers/tutors must check that each aspect of the criteria has been successfully met by the candidate before work is signed and sent for external moderation.

Centres must use candidates' Candidate Submission Sheet to send to the OCR-appointed Examiner-moderator only those items required as evidence for the unit concerned.

External moderation of a centre's assessment decisions is achieved through systematic sampling. The assessment decisions of each assessor submitting work will be sampled. 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 Examiner-moderator has been obtained.

The Examiner-moderator will complete a Centre Feedback Report Form (NQF6) for the batch. If the centre assessment is satisfactory, arrangements will be made for certification.

If the centre assessment is inaccurate, the necessary amendments to candidates' achievements will be recorded on the Centre Feedback Report Form (NQF6), and certification will reflect these amendments.

Examiner-moderators are not empowered to enter into direct contact with centres. In no circumstances must centres attempt to contact their Examiner-moderator in any way other than through posting candidate work to the address provided to them by OCR. Any queries concerning the units or assessment must be directed to OCR, Coventry.

# 4 Certification

Learners who achieve the full qualification will receive:

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

## OCR Level 2/3 Award/Certificate/Diploma in Understanding for IT Practitioner/Professionals

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

### 4.1 Claiming certificates

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All claims should now be carried out via OCR Interchange. For full details of the process please see [Making a claim using OCR Interchange](#)

Certificates will be issued directly to the centre for successful candidates. In order to ensure that these are automatically issued centres must ensure that the OCR candidate number is **always** used where a candidate has already achieved one or more units. See the *Administrative Guide to Vocational Qualifications* (code A850) for full details.

### 4.2 Electronic submissions

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#### **Candidate work can be submitted electronically to the Examiner-moderator.**

All OCR Examiner-moderators have a 4 digit OCR mailbox [ocremxxxx@ocr.org.uk](mailto:ocremxxxx@ocr.org.uk) (Please contact our allocations team at [opsalloc@ocr.org.uk](mailto:opsalloc@ocr.org.uk) to confirm examiner moderator email details once you have made entries)

Candidate evidence can be emailed direct to this address, as soon as the unit(s) have been claimed on Interchange.

The subject heading should include the **centre number, scheme code and claim number** as indicated on Interchange. Each email should only contain the evidence of one claim number (please see point 11 overleaf). Please list the candidate names.

#### **Please follow these guidelines:**

- 1 Please create one folder for each candidate and include the Submission Cover Sheet, the Evidence Checklist for non-CLAiT submissions and the Evidence Review Forms (ERF) for Mandatory units 1 or 2, together with the relevant files in that folder.
- 2 If you are submitting more than one unit, please create a sub-folder for each unit and include the Submission Cover Sheet in the main folder. The Evidence Checklist for non-CLAiT submissions and the ERF for Mandatory units 1 or 2 should also be included in the sub-folder for each unit.
- 3 Remember to enclose tutor's worked copies for the first batch (if using OCR-set CLAiT assignments or centre-set assignments).

- 4 Please ensure all files show evidence of the assessor's marking. If there are no errors on a print, please tick or mark as 'no errors'.
- 5 Evidence can be scanned to show marking, or a tracking, marking spreadsheet can be used.
- 6 Evidence of printing only needs to be included if the default settings are changed e.g. when asked to print out handouts for power point slideshows, the candidate can do a screen print of the print dialogue box.
- 7 If evidence is scanned, please scan all pages the correct way (it is difficult to view pages on screen if they are scanned upside down). Also, please scan prints in the correct sequence, as specified in the assignment.
- 8 Hyperlinks can be incorporated into the Evidence Checklists in order to make it easier for the Examiner-moderator to find which part of the evidence maps to the assessment criteria. Please ensure that the links are relative, not absolute.
- 9 We cannot accept accounts software files.
- 10 We can accept any pdf, rar, zip, MS Office files (any version).
- 11 Size should be restricted to 10mb per email. If it is any larger, it should be split between emails and clearly labelled e.g. **email 1 of 2, email 2 of 2**, etc.
- 12 Not all software packages are available to Examiner-moderators, therefore, please screen shoot candidate evidence into a word document. In a graphics unit, please save images as a .jpg.

### 4.3 Replacement certificates

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

# 5 Qualification structure and units

## 5.1 Qualification structure

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

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

OCR Level 2 Diploma in ICT Professional Competence (08737)

OCR Level 3 Diploma in ICT Professional Competence (08738)

Qualification	Threshold	Achievable at Level	Mandatory	Optional Min	Restricted Optional Max
L2 Diploma in ICT Professional Competence	48	29	Two	39	12
L3 Diploma in ICT Professional Competence	72	44	Two	60	24

## 5.2 Unit format

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Each unit contains:

### A unit title

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This is a summary of the content of the unit.

### Level

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This advises the QCF level on which the unit is accredited.

### Credit value

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This advises how many credits the candidate will achieve for successful achievement of the unit.

### Guided learning hours

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This specifies the amount of time that the average candidate would be expected to take to complete all requirements of the unit.

### Learning outcomes

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These set out what the candidate is expected to know, understand or be able to do as a result of the learning process.

## Assessment criteria

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These detail the requirements that the learner will be assessed against in order to evidence the learning outcomes.

## Knowledge, understanding and skills

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This details 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 criteria. Teachers/tutors should cover all of the knowledge, understanding and skills requirements fully prior to entering candidates for assessment.

## Unit purpose and aim

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This section specifies the overall purpose and aim of the unit.

## Unit expiry date

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This section specifies the end accreditation date of the unit on the QCF.

## Details of the relationship between the unit and the national occupational standards

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This section specifies any signposting to the relevant national occupational standards.

## Assessment

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This specifies the requirements in relation to assessment of the unit. It details the way in which the assessment criteria will be assessed. All units will be internally assessed and externally moderated by OCR Examiner Moderators.

## Evidence requirements

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These provide specific detail to amplify the knowledge or understanding required to meet the assessment criteria.

## Other additional information regarding the unit

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Further information such as sector support and unit classification can be found within each unit. Units can be downloaded from the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

## 5.3 Units

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Unit contents are downloadable from the OCR website along with Evidence Checklists to be completed for each unit by the candidate.

# 6 Administration arrangements

This section provides an overview of the administration arrangements operating for these qualification(s). Please refer to the *Administrative Guide to Vocational Qualifications* (code A850) for further information.

## 6.1 How to gain centre approval

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Centres can download and complete the electronic Centre Approval Form from the OCR website and return it to OCR Operations (or complete and submit it electronically). Alternatively contact the OCR Customer Contact Centre on 024 76 851509.

Further guidance on completion of the Centre Approval Form is provided in the Admin Guide Vocational Qualifications Including NVQs and other verified qualifications 2009/10 (code A850).

## 6.2 How to register candidates

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Making entries or registering candidates should now be done via OCR Interchange.

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

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Full details of the results enquiries and appeals procedures are contained in the *Administrative Guide to Vocational Qualifications* (code A850).

## 6.4 Administrative documentation

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Copies of example documentation may be found in the *Administrative Guide to Vocational Qualifications* (code A850). Copies of supporting documentation for teachers/tutors may also be found in the section [Supporting documentation](#) in this Centre Handbook.

# 7 Guidance for candidates

## 7.1 What are the Award/Certificate/Diploma in Understanding for IT Practitioner/Professionals?

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### Qualification aims

This qualification has been developed to address the needs of candidates who work in the IT industry and who want to improve their skills, or those who wish to gain access to the industry. The qualification is unit based, flexible, relates to projects and tasks within the workplace and links closely to candidate's professional development and reflects the need of the employers.

It offers candidates the opportunity to gain recognition for their skills, develop new abilities and also to combine this with Industry recognised Vendor units.

This qualification is suitable for those who wish to develop their skills or gain access to a wide range of IT Professional job roles. This qualification also contributes to the Advanced Apprenticeship for IT and Telecoms Professionals. For further details please see the OCR website.

## 7.2 What do I have to do to achieve these qualifications?

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To achieve these qualification(s) you must achieve the required combination of units from those listed above.

## 7.3 What if I cannot complete enough units for a full award?

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This qualification is very flexible and allows 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.

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

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These qualifications are designed for candidates wishing to gain an appropriate qualification for the purposes of working as an IT Practitioner/Professional.

These qualifications may also form a progression route to higher level courses such as Higher National Diploma (HND) or other appropriate higher education qualifications.

## 7.5 How are the units tested?

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All of the units are assessed by the tutor within the centre and checked against the Learning Outcomes and Assessment Criteria. When these have been met, work will be sent to OCR for external moderation.

## 7.6 Do I need to pass all of the units?

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No. For the Certificate and Diploma Qualifications some units are mandatory and must be passed in order to achieve a full qualification. However, each unit represents a worthwhile achievement in its own right, and certification is also available at unit level.

## 7.7 Can my work for these qualifications count towards Key Skills?

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The work you produce whilst being taught for these qualifications may prove you have the skills required for the Key Skills units but do not directly evidence key skills. Your tutor will help you decide if your work can be considered for assessment against any of the Key Skills units.

## 7.8 Finally

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To gain a full qualification you must achieve identified number of credits and mandatory units as indicated above. If you do not achieve all of the units for the full qualification, you will be issued with a 'unit certificate' which lists the unit or units which have been passed.

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

# 8 Further support and information

## 8.1 General enquiries

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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](mailto:vocational.qualifications@ocr.org.uk)

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

## 8.2 Claim forms and claim enquiries

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All claim 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.

## 8.3 Customer feedback

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

The OCR Qualification Manager  
OCR Award/Certificate/Diploma in IT Systems and Management  
Qualifications Division  
OCR  
Coventry Office  
Westwood Way  
Coventry  
CV4 8JQ

## 8.4 OCR Training Events

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Information on OCR's training events for centres can be found on the OCR website by going to [www.ocr.org.uk](http://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](mailto:training@ocr.org.uk)

## 8.5 OCR Publications

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The OCR Publications Service offers support to OCR customers, centres, parents and candidates. It offers a wide range of up-to-date materials for sale which relate to our key qualifications. These materials include specifications, past papers, mark schemes and a range of support materials.

The OCR Publications Catalogue holds the full list of materials currently available to order. To obtain a copy of this and to order publications, please go to <http://publications.ocr.org.uk> or call our dedicated order line on 0870 770 6622.

Orders can also be emailed to [publications@ocr.org.uk](mailto:publications@ocr.org.uk) or posted to the address on the order form printed in the OCR Publications Catalogue.

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](mailto:support.materials@ocr.org.uk).

# 9 Glossary

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

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

<b>Promote</b>	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
<b>Propose</b>	to put forward (a plan, motion, etc) for consideration or action
<b>Provide</b>	to put at the disposal of; furnish or supply
<b>Recognise</b>	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
<b>Recommend</b>	to advise as the best course or choice; counsel
<b>Research</b>	to carry out investigations into (a subject, problem etc)
<b>Review</b>	to look at or examine again to look back upon
<b>Select</b>	to choose (someone or something) in preference to another or others
<b>Serve</b>	to render or be of service to (a person, cause, etc); help to distribute or provide
<b>Show</b>	to make, be, or become visible or noticeable to indicate or explain; prove
<b>Suggest</b>	to put forward (a plan, idea, etc) for consideration
<b>Summarise</b>	to make or be a summary of; express concisely
<b>Understand</b>	to know and comprehend the nature or meaning of
<b>Undertake</b>	to contract to or commit oneself to (something) or to do (something)
<b>Use</b>	to put into service or action; employ for a given purpose