

## OCR Accreditation for Life and Living – Frequently Asked Questions

	Question	Answer
1	<p><b>Our learners have profound and multiple learning difficulties, and we are concerned that we will not be able to evidence the statement ‘Evidence must show you can ..... take part in recording.....</b></p>	<p>Accreditation for Life and Living remains a scheme where the prime aim is for learners with severe or profound and multiple learning difficulties to gain accreditation for activities in which they are taking part, which are part of their centre’s regular curriculum. The ‘recording’ is the means to compiling a portfolio of evidence to illustrate that the learner has completed the various activities. The learner would be expected to have as much or as little support as is required for individual modules.</p> <p>It is expected that in any centre there are widely differing degrees to which individuals were able to ‘take part’ in their recording and the centre staff would be seen as the experts and best placed to make the judgements regarding what was appropriate for individual learners.</p> <p>For example -</p> <p>The Community Module 1, Introductory Grade, a learner primarily uses eye pointing to communicate, and has taken part in the two visits required for the module, one of which was to an ethnic food store. Whilst on the visit, examples of different spices were purchased and taken back to the centre. During the process of recording and assembling the evidence from the visit, the learner smells the various spices and communicates through eye-pointing or facial gesture a response to the smells/aromas. This response is recorded by the staff within the portfolio of evidence.</p> <p>Alternatively, a learner in the same group may use eye-pointing to indicate which photograph they would like to include in their individual portfolio of evidence.</p> <p>The essence of all modules at this level is that the learners have access to and complete modules in a way which is most appropriate for the individual. In contributing to the recording, learners may have, for example:</p> <ul style="list-style-type: none"> <li>- communicated a preference about an artefact connected to the community visit</li> <li>- smelt or touched the artefacts with the intervener during the process of assembling the evidence for part of the module</li> </ul> <p>The learners have therefore taken part in the recording; they may not necessarily take part in all of the recording.</p>

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2	<p><b>We are concerned that our candidates will not be able to meet the recognition requirement of, for example World of Work, Module 1 – ‘Recognise the people that work in your centre and the work that they do’ and World of Work, Module 3 – ‘Recognise different workplaces’</b></p>	<p>In Module 1, the recognition requirement is asking for the learner to have recognised people who work in the centre and the work that they do. The evidence collected by the centre may be that the student has shown awareness of the member of staff who has arrived to set up an intravenous feed. The awareness shown, may be quite discreet and not necessarily such that it would be recognised by, for example, an infrequent visitor to the centre.</p> <p>Alternatively, the recognition shown may be a negative response, one which indicates that the learner does not want to take part in the activity associated with a particular member of staff. Indeed this may be a response to the individual or the work activity.</p> <p>In Module 3, the learner may have shown an awareness of being in a different place; the key issue is the recognition of being in that different place, rather than an awareness that it was a workplace which was different to the one visited last week. The learner shows an awareness that they are in a different workplace to their centre and normal workplace.</p> <p>The awareness shown may be brief, and as such may only be recognised by staff that were very aware of and familiar with the individual learner.</p>
3	<p><b>Leisure Module 2, Intro and First Grade - Is it possible to use non-sports themed leisure facilities?</b></p>	<p>Yes. The ‘Ideas for activities that may generate evidence’ just provides a small number of examples; attending venues such as the theatre would be a valid leisure activity.</p>
4	<p><b>ICT Module 1, First Grade - We have students who have Autistic Spectrum Disorder (ASD) and would not be able to work in a group; would they be able to achieve this module?</b></p>	<p>Yes. The ‘Contribute to a group activity to identify different examples of ICT’ could not preclude a learner who with ASD was very challenged by working in a group situation. Evidence of the learner working with, for example, a teaching assistant on an activity to identify the different examples of ICT would be very acceptable. The learner and the teaching assistant would number two people which would also be a group!</p>

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5	<p><b>Home Management Module 2, Introductory Grade – Our students at Introductory Grade would not be able to ‘prepare a drink and snack’ independently; would they be able to achieve this module?</b></p>	<p>Yes. The learner would be expected to have as much or as little support as was required to prepare the drink or snack. In any centre, there are widely differing degrees to which individuals were able to take part in the preparation of the drink or snack. For some learners the preparation contribution that they make for this activity may be quite discreet. The centre staff would be seen as the experts and best placed to make the judgements regarding what was appropriate for individual learners.</p>
6	<p><b>Must all evidence which is produced electronically be signed and dated by the assessor?</b></p>	<p>No. The assessor signature and date on the candidate assessment record sheet is sufficient evidence of authenticity for that module.</p>
7	<p><b>Must candidates achieve Introductory Grade modules before moving on to the First Grade?</b></p>	<p>Candidates do not need to start at Introductory Grade, unless it is the appropriate level for them. Candidates should work towards achieving modules at whichever level is most appropriate for them and the particular skill area. It is expected that many individual candidates will achieve modules at different levels in line with the ‘profiling’ ethos of the award.</p>
8	<p><b>Must candidates achieve all five modules at one level in order to get a certificate?</b></p>	<p>No. Candidates will achieve certification for whichever modules have been achieved – there is no requirement to achieve a set number of modules in any skill area. All module titles achieved are recorded on the certificate/s.</p>
9	<p><b>Is Accreditation for Life and Living a curriculum and if so, is there a scheme of work for each skill area?</b></p>	<p>Accreditation for Life and Living is not a curriculum. It is expected that centres will have their own curriculum and schemes of work. Centres will then identify opportunities within their existing curriculum and ‘map’ these to appropriate ALL modules.</p>

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10	<b>Not all my candidates will have completed modules by the time I have to submit names on the Candidate Entry Form for the moderation meeting. What should I do?</b>	Only submit the names of candidates where their evidence has been assessed as complete. Once the centre has achieved Certification Claims Status (CCS) then the centre can claim for other candidates when their evidence is complete, for the skill areas which have been awarded CCS at External Moderation.
11	<b>Once my centre has Certification Claims Status (CCS) can I claim for modules at a different level to those presented for external moderation?</b>	Once a centre has Certification Claims Status for a skill area then the centre can claim for any modules at either level in that skill area.
12	<b>Is it necessary to submit a completed observation record with every module?</b>	No. Centres can submit any form of evidence which shows that the candidate has met the 'evidence must show you can' statements. It is expected that centres will choose to submit the most appropriate form of evidence for that module and that candidate.