

Centre Handbook

Level 3 NVQ in Sports Development

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1 Introduction

1.1 About this Centre Handbook

This centre handbook contains important information for anyone working towards or involved in assessing or verifying the following qualification:

OCR Level 3 NVQ in Sports Development

Scheme code 05948

1.2 What is an NVQ?

An NVQ (National Vocational Qualification) is a qualification that assesses someone's competence (that is the skills, knowledge and understanding they have) within in a work situation. NVQs are based on the national occupational standards that describe the level and breadth of performance expected of individuals whose work involves sports development practices. This NVQ is based on the national occupational standards developed by SkillsActive. They are the government approved body who set the standards for the Sport and Recreation sector.

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

2 General Information

2.1 Qualification profile

Title	OCR Level 3 NVQ in Sports Development	
OCR code	05948	
Level	This qualification has been accredited onto the National Qualifications Framework (NQF) at Level 3	
QAN	100/5915/5 (Qualification Accreditation Number)	
These qualifications are suitable for	People who work in a sports development role (eg with a responsibility for enabling participation in and providing opportunities for sporting activities in the community in sports/activity specific or multi sports/activity environments).	
Entry requirements	There are no formal entry requirements for this qualification.	
Qualification structures	To achieve this qualification, candidates must achieve 9 units made up of 5 mandatory units and 4 optional units. At least one optional unit must come from Block 1. The remainder can be drawn from Block 1 or 2.	
Assessment and grading	Like all NVQs, this qualification is competence-based . This means that it is linked to a person's ability to competently perform a range of tasks connected with their work.	
Funding	This qualification has been accredited to the National Qualifications Framework (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.	
National occupational standards	This qualification relates to national occupational standards for the Sport and Recreation Sector at Level 3.	
Key Skills	Signposting to Key Skills is provided.	
Last registration date*	31 March 2008	Revised date:
Last certification date*	31 March 2011	Revised date:

*OCR will inform centres of changes to these dates, and they are published on our website. All centre records must be updated accordingly.

2.2 Target market

This NVQ is designed to reflect the work of candidates who undertake sports development activities at Level 3 working within the sport and fitness industry.

2.3 Qualification aims

The aim of this qualification is to recognise the skills and competency of candidates in the workplace.

The qualification is aimed at people with a responsibility for enabling participation in, and providing opportunities for, sporting activities in the community including roles of co-ordination of services and influencing strategy and policy.

Candidates will have autonomy, and will be required to make decisions within boundaries and limits agreed with their manager.

This NVQ will allow for progression to and from OCR's existing portfolio of Sport and Recreation and Exercise and Fitness sector qualifications and will complement other vocational qualifications.

OCR Level 1 NVQ in Sport, Recreation and Allied Occupations

OCR Level 2 NVQ in Instructing Exercise and Fitness

OCR Level 2 NVQ in Sport, Recreation and Allied Occupations: Coaching, Teaching, Instructing in the context of Association Football

OCR Level 2 NVQ in Sport, Recreation and Allied Occupations: Operational Services

OCR Level 2 NVQ in Sport, Recreation and Allied Occupations: Activity Leadership

OCR Level 3 NVQ in Leisure Management

OCR Level 3 NVQ in Instructing Physical Activity and Exercise

OCR Level 2 Certificate in Teaching Exercise and Fitness

2.4 Entry requirements

This NVQ is a work-orientated qualification and is suitable for those who undertake sport development practices in their work. This is open to candidates of any age, of either gender and there are no entry barriers on grounds of race, creed or previous academic attainment or learning.

There should be equality of access for candidates regardless of work setting and patterns of work. Candidates must be enabled and supported to undertake this qualification.

In addition the needs of under-represented groups should be addressed. These include specific needs in relation to candidates:

- from ethnic minority communities
- experiencing disability
- experiencing sensory impairment.

All centre staff involved in the assessment or delivery of this qualification should understand their requirements and match them to the needs and capabilities of individuals before entering them as candidates for this qualification, through initial assessment.

2.5 Entry restrictions

Where a candidate has registered for a qualification, they should not enter with another awarding body for a qualification at the same level with the same title.

2.6 Progression opportunities

This qualification has also 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 National Qualifications Framework.

For example, a candidate achieving an OCR Level 2 NVQ in Sport, Recreation and Allied Occupations: Activity Leadership may:

- progress to the OCR Level 3 NVQ in Sports Development or
- widen their specialist skills and undertake other OCR work based qualifications.

OCR offers a range of related qualifications in this vocational area. (Further details can be found in the section **Other related OCR qualifications**).

2.7 Mode of delivery

This qualification is **competence-based**, linking a person's ability to competently perform a range of tasks connected with their work. This means that a person's skills, knowledge and competences are assessed in a practical way. (See '**Assessment and verification**' section for further information.)

To gain this NVQ a candidate must achieve the level of competence described in the NVQ units of competence. The units of competence contain the national occupational standards for Sports Development at Level 3.

2.8 Assessment centre

Any organisation, whether it is a place of employment, college or private training organisation can be approved to offer this qualification, as long as it meets the criteria set out in the OCR publication

Administrative Guide to Verified Qualifications (reference code L526). This includes being able to provide suitable assessors and internal verifiers. (For more information on how to become an OCR-approved assessment centre see section **Further support and information**).

Once approved, an **assessment centre** will register candidates for the NVQ and allocate each candidate an **assessor** or **assessors**.

2.9 Trainer

The trainer will develop a candidate's knowledge, understanding and skills in relation to the NVQ that is being undertaken.

Trainers will:

- provide opportunities for learning
- provide ongoing mentoring to the candidate, including review and feedback on learning experiences and development of competence
- provide opportunities for a candidate to practice what they have learnt in a realistic, but safe and protected, working environment or, where this is not appropriate, in a simulated environment.

Please note that learning, and practising the learning, does not indicate competence in the workplace. The application of the learning will need to be assessed for competence to be decided.

2.10 Expert Witnesses

Expert witnesses can be drawn from a wide range of people who can attest performance in the workplace, including line managers and experienced colleagues from inside the candidate's organisation or from other organisations such as customers or clients, where there are no occupationally competent assessors for occupationally specific units.

2.11 Assessor

Assessors will be appointed by approved centres to assess candidate performance and judge the validity of workplace assessments.

The assessor will be responsible for making assessment judgement. **The assessor must have suitable and reliable occupational experience and be trained and qualified as an NVQ assessor.**

The criteria for appointing assessors are set out in section **Assessor and internal verifier requirements**. An assessor may be a candidate's line manager, a tutor at college, or someone specially appointed to this role. Assessments may also be carried out by a team of assessors.

The roles of trainer and assessor are inextricably linked and may be carried out by the same person, however, training activities must be clearly separated from assessment and only assessed evidence of competence should be presented as evidence towards the NVQ.

2.12 Internal verifier

Internal verifiers will be appointed by approved centres to ensure the quality and consistency of assessments within the centre.

Each assessor's work must be checked and confirmed by an **internal verifier** who is also a member of the staff of the assessment centre. The criteria for appointing internal verifiers are set in section '**Assessor and internal verifier requirements**'. The internal verifier checks and standardises assessment decisions made by the assessors in the centre.

The internal verifier will observe assessors carrying out assessments, review assessment decisions from the evidence provided and hold meetings with the assessment team, to ensure consistency in the use of paperwork and interpretation of the qualification's requirements.

2.13 External verifier

The **external verifier** checks the assessment and internal verification processes and decisions made in the centre, and authorises the claims for certificates. The external verifier is appointed by OCR.

2.14 Wider issues

These qualifications provide the 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.

Social

All of the units within the qualification focus on the individual and key people in the individual's life being able to promote, as much as they are able, their own independence. The units focus on the social aspects of people's life as they are based on empowering and using active support to enable individuals to be as independent as is possible. Within the units communication is a critical aspect, this again contributes to demonstrating the social aspects underpinning the qualification.

Legislation

Legislation is covered in all units through the knowledge section on legislation and organisational policy and procedures and within relevant criteria.

Economic

Economic aspects of the qualification will be found when reference is made to resources, facilities and services and for health and safety issues.

Sustainable development

Sustainable development has been used in the true ecological sense of recycling and utilising disposable materials to enable the sustainability of scarce resources.

Health and Safety

Health and safety is an important element of all of the units, either relating to health and safety issues generally (equipment/materials etc) and through the identification, assessment and management of risk of danger, harm and abuse (including self harm and abuse) to individuals, key people, other associated people (eg people within networks or the community where the individual is), other people with whom the candidate works and the candidate. This is usually explicitly stated within the knowledge and performance or the knowledge alone. In some instances the need to take account of risk is implicit within the unit.

European developments

Within the qualification the European dimensions are embedded in the knowledge and related to legislation.

2.15 Arrangements for candidates with particular requirements

Centres should ensure that all candidates are given equal opportunity to demonstrate their competence for the NVQ 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. OCR's publication *Access to Assessment: NVQs, Vocationally-Related Qualifications (VRQs) and Other Vocational Qualifications. Regulations and Guidance Relating to Candidates with Particular Requirements* (reference code L16) provides further advice on assessment arrangements for candidates with special assessment needs.

2.16 Delivery in Wales and Northern Ireland

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

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

We will provide specifications and supporting documentation in English.

2.17 Funding

This qualification is accredited at Level 3 of the National Qualifications Framework and is eligible for funding. Should you require any more information on funding please contact your appropriate funding body.

2.18 Appeals procedure

In exceptional circumstances, if a centre disagrees with a decision made by an OCR external verifier, systems auditor or evaluator the centre has the right to appeal.

Equally, if a candidate disagrees with the assessment decision, the candidate has the right to appeal.

You can get more information on the OCR Appeals Procedure in our publication *Administrative Guide to Verified Qualifications* (reference code L526). This publication is also available on the OCR website www.ocr.org.uk.

2.19 Centre malpractice guidance

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

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

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

* 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

3.1 Assessment: How it works

It is the assessor's role to satisfy themselves that evidence is available for all performance, knowledge and evidence requirements before they can decide that a candidate has finished a unit. Where performance and knowledge requirements allow evidence to be generated by other methods, for example by questioning the candidate or simulation, assessors must be satisfied that the candidate will be competent under these conditions or in these types of situations in the workplace in the future.

Candidates may claim accreditation of prior achievement for any of the units, as long as the evidence fully meets the criteria and the candidate can prove that it is all their own work. It is important also that assessors are convinced that the competence claimed is still current. If the assessors have some doubts, they should take steps to assess the candidate's competence directly. An initial assessment of candidates is recommended (see **Initial assessment**).

When assessors are satisfied that the candidate has met all of the requirements for a unit, they must confirm this by signing the evidence record sheet for that unit to show that the assessment process is complete.

3.2 Initial assessment

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

3.3 Assessment planning

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

- finding the best source of evidence to use for particular units
- finding the best way of assessing the candidate
- confirming the best times, dates and places for the assessments to take place.

Assessors must make a note of their assessment planning and regularly give feedback to candidates. To help support this, template forms are available within the *OCR NVQ Toolbox* (reference code L391).

3.4 Making assessment decisions

It is not necessary for candidates to meet all the criteria every time they carry out an activity, but they must consistently provide enough evidence for assessors to believe that the candidate is competent in their working environment. All criteria must be completed before the assessor can sign the unit off as complete.

In line with the Learning and Development standard A1, assessors should:

- plan with the candidates
- assess candidate performance, knowledge and understanding
- look at the evidence
- question and give feedback to the candidate working towards these qualifications.

They should also be satisfied that the candidate has demonstrated competence over a reasonable period of time and they can reliably demonstrate it in the future.

Assessors should be careful to deal with the criteria as a whole when assessing a candidate's work. They cannot assess individual criteria separately, without recognising how all the units are connected to one another.

You can get more information on assessment in our publication, *Administrative Guide to Verified Qualifications* (reference code L526).

3.5 Methods of assessment

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

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

Valid

A valid assessment method is one that is capable of measuring the knowledge or skills in question. For example, a written test cannot measure a 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 instance it would not be appropriate to simply present a copy of the organisation's health and safety policy for evidence towards **Unit C27 Ensure the health, safety and welfare and security of customers and staff**. As this would not provide a valid assessment of that unit, it would be more appropriate to provide evidence through a combination of observation, witness testimony and

records identifying how the candidate's work complies with the organisation's health and safety policy and procedures.

Reliable

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

Safe and manageable

Assessors and internal verifiers must make sure that the assessment methods are safe and manageable and do not put unnecessary demands on the candidate and/or the organisation they work for.

Suitable to the needs of the candidate

OCR has tried to make sure that achievement of this NVQ is free from constraints outside the requirements of the candidate's job role.

Assessment arrangements can be changed, where the standards allow. The type of any special arrangement will depend on a candidate's personal circumstances, their job role, and the requirements of the particular unit (see **Access to assessment L016**).

If centre staff thinks that any aspect of this NVQ unfairly restricts access and progression, they should talk to their OCR external verifier about this.

OCR, in partnership with SkillsActive and other awarding bodies, have identified the following main assessment methods which are suitable for this NVQ:

- direct observation of practice by a qualified assessor
- examining the evidence by an assessor
- questioning the candidate or witness by an assessor
- inference of knowledge from direct observation.

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

3.6 Observation

Only identified expert witnesses or approved and qualified assessors (see **Assessor and internal verifier requirements**) may carry out observations for the assessment of this qualification.

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. The assessor should also give feedback to the candidate.

3.7 Examining the evidence

Only approved and qualified assessors (see **Assessor and internal verifier requirements**) may examine the evidence for the assessment of these qualifications.

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 personal statement or witness testimony. It is the assessor's responsibility to make sure that the evidence a candidate submits for assessment meets the requirements of the NVQ.

The products of the candidates work could be records of procedures that the candidate has put in place, and the monitoring and evaluation of those procedures to comply with the organisation's aims and policies.

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

3.8 Questioning

Only approved and qualified assessors (see **Assessor and internal verifier requirements**) may verbally question a candidate or witness for the assessment of this qualification.

Questioning the candidate is normally an ongoing part of the assessment process, and is necessary to:

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

Assessors should ask open questions, for example questions where the candidate has to give an answer (other than 'yes' or 'no'), and should also be careful to avoid complicated questions which may confuse the candidate.

It is important that assessors record assessment decisions after they have questioned the candidate. They must record enough information to justify the decisions they make. This does not mean that assessors must record, word for word, the questions put to the candidate and the answers the candidate gives. However, assessors must record enough information about what they asked and how the candidate replied to allow the assessment to be verified.

Questioning witnesses is normally an ongoing part of validating written witness statements. However, questioning witnesses should not just be used for this purpose. Assessors should be able to speak to witnesses such as service users and record, in whatever way is suitable, the verbal statements of these witnesses. A record of verbal statement is a form of witness statement and could provide valuable evidence to confirm a candidate's competence over a period of time.

3.9 Professional discussion

Professional discussion is between a candidate and an assessor. The discussion focuses on one or more case histories. The assessor asks the candidate a series of questions about the case histories and records the discussion (in writing, on audio tape, or on video tape). The assessor will need the candidate to prove how they are able to confirm their verbal testimony (and case history) in other ways, for example, product evidence and witness testimonies.

3.10 Witness testimonies

Witness testimonies can be used as evidence of a candidate's performance. Such testimonies could be made verbally to the assessor or could be written in a short note.

If a witness provides a written statement they should include the following:

- the candidate's name
- the date, time and venue of the activity carried out
- a description of the activities performed by the candidate
- the date of writing the testimony
- a description of their relationship to the candidate
- their signature and job title
- their contact details (such as telephone number).

It is not appropriate for witness testimonies to contain a list of the skills to which it relates. Witnesses must direct the information in their testimonies to describing what the candidate did. The assessor will then judge whether the candidate's activities demonstrate competence to the standards.

3.11 Personal statements

This is a candidate's own account of what they did, backed up by reference to evidence or witnesses. Candidates can also produce logs or diaries, reflective accounts, practice journals, but someone who can authenticate them as a true account of what took place must countersign these.

3.12 Performance evidence

Performance evidence provides proof of what a candidate can do. Sometimes, performance evidence can also provide evidence of what a candidate knows. Performance evidence can take the form of the following:

- products or outcomes of the candidate's work (for example, things that the candidate produced or worked on). The evidence presented for assessment may be the actual product or a record of the product. If group work is used as evidence, the candidate's contribution must be identified clearly. Other products (for example, company policies) may have been reproduced by someone else but relate to the candidate and their competence
- proof of the way the candidate carried out their work (that is, the process they went through). An assessor's observation of a candidate or a witness testimony or service user testimony, both provide performance evidence and would be suitable for this NVQ.

3.13 Where evidence comes from

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

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

3.14 Real work

The qualification requires that all assessment of a candidate's performance must take place within the workplace, and that observation should be of naturally occurring practice within the candidate's work role. This will include the demonstration of the application of knowledge. This principle will apply to all units, except where simulation has been deemed acceptable.

3.15 Simulation

Simulation is only permitted for those specific criteria identified in individual units.

Simulation should only be used where it is difficult to collect evidence through a real work situation, the real work environment or within an acceptable time frame. Simulations will usually deal with contingencies such as unexpected problems, emergencies, or other incidents which will not necessarily occur frequently. ***Such instances are specified within the National Occupational Standards.***

- All simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the standard seeks to assess and be approved by the external verifier.
- All simulations should follow these documented plans.
- The physical environment for the simulation must be as realistic as possible and draw on real resources that would be used in the industry.

- Where simulations are used they must be based in a realistic work environment and must be based on current working practice.
- The use of simulation will be monitored by the external verifier to ensure that where simulations are used, they are based in a realistic work environment.

3.16 Medium that can be used

Evidence can take many forms, for example, photographs, videos, audio tapes, CD-ROMs, floppy disks and paper-based or digitally formatted documents. Information relating to practice information must comply with legal requirements and best practice in the sector in relation to confidentiality of information.

3.17 Amount of evidence needed

It is difficult to give a detailed answer to this question as it depends on the type of evidence collected and the judgement of assessors.

For a candidate to be judged competent in a unit, the evidence presented must satisfy the following categories:

- what you must do
- what you must cover
- what you must know and understand.

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

OCR may accept some evidence from candidates who have been assessed in a language other than English, Welsh or Irish as long as there is enough evidence to show that candidates are competent in English, Welsh or Irish to the standard required for competent performance throughout the UK.

3.18 Cumulative assessment record (CAR)

As well as collecting evidence, candidates must record all their assessed evidence in their personal **cumulative assessment record (CAR)**. The CAR is the candidate's record of what evidence has been accepted as proof of competence and where that evidence can be found. It can also be used to record progress towards, and achievement of units of competence.

Filling in the CAR is an ongoing process involving discussion and agreement between the candidate and their assessor. The candidate should fill in and keep the CAR while working towards their NVQ. An assessor may help the candidate complete the CAR if necessary.

Centres can design their own recording documents if they want to. You should talk about any document you want to use with your external verifier before you use them. OCR's publication *Administrative Guide to Verified Qualifications* (reference code L526) includes information and criteria for designing recording documents.

We have provided other forms and recording documents which assessors and candidates might want to use for this NVQ (see the recording documents separate to the Centre Handbook).

3.19 Verification – how it works

Internal verification

It is the centre's responsibility to appoint an internal verifier to manage the internal verification process. The purpose of internal verification is to make sure and show that assessment is valid and consistent, through monitoring and sampling assessment decisions.

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

The role of the internal verifier is more fully explained in the *Administrative Guide to Verified Qualifications* (reference code L526).

External verification

We will appoint and train an external verifier who will visit the centre regularly to monitor the quality of assessments and internal verification.

External verifiers will want to interview candidates, assessors and internal verifiers during their visits. Assessment records and evidence for all candidates must also be available for verifiers to view if required. It is the assessor's (and not the internal or external verifiers') responsibility to 'sign off' each unit of competence.

Centres should have the following available for each external verification visit:

- a list of candidates registered for this qualification, together with their achievements to date plus certification records
- a register of all expert witnesses, who have made a significant contribution to the assessment process
- access to evidence (for example, up-to-date portfolios) and CARs
- completed Certification Record Forms (CRFs) and Certification Summary Forms (UB99s) for those candidates claiming certification
- relevant assessors and selected candidates as requested by the external verifier (EV), including those whose certificates have been claimed through Direct Claims Status (DCS)
- all portfolios (access to evidence) relating to certificates claimed through DCS
- a copy of the external verifier's last visit report
- a sample signature list for all assessors and internal verifiers
- curriculum vitae and D/A unit certificates of new members of the assessment team
- all **centre records** (see **Centre records – assessment and verification** for more details)

- evidence of achieving action points since the last external verifier visit and systems audit report
- notes of any action carried out due to particular points mentioned by a systems auditor or external verifier in any correspondence since their last visit
- tutor qualification candidate matrix
- recommendations to the external verifier
- if professional discussion is used, ensure all tapes and appropriate equipment (eg video recorders) are available.

Centre records – assessment and verification

A centre must make sure that assessment and verification records are available for external verification purposes. Assessment and/or internal verification records must record the following minimum information:

- candidate's name
- the title and level of the NVQ they are taking
- candidate's start date on the programme and confirmation of registration with OCR
- name of the assessor
- name of expert witness (if applicable)
- name of the internal verifier
- date and outcome of the initial assessment of the candidate
- dates and details of candidate reviews and feedback sessions
- dates of all assessments and their outcomes (that is, the decision whether the candidate has met the requirements or not) cross-referenced to the unit
- enough detail of the assessment to justify the decision made
- an indication of the use of simulation, if used
- dates and outcomes of internal verification
- action resulting from internal verification
- certification.

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

4 Assessor and Internal Verifier Requirements

4.1 Expert Witnesses

SkillsActive recognises that for the assessment of workplace performance to be as natural and efficient as possible, the use of witness testimony should be encouraged, and has a crucial role in the collection of evidence.

Witnesses must be fully briefed and clear about the purpose and use of the testimony. Any relationship between the witness and candidate should be declared and noted by the assessor and the external verifier/awarding body informed.

Witnesses must be able to demonstrate that they have the necessary expertise in the relevant area and their testimony should:

- be specific to the activities or product;
- give a brief description of the circumstances of the observation;
- give a brief description of the background of the witness and the observed activity;
- identify the aspects of competence demonstrated;
- be signed and dated.

The assessor should carefully check the witness testimony against the points listed above.

4.2 Assessors

Assessors must be suitably qualified for the assessor role they carry out.

They must hold or be working towards A1 or D32 and/or D33* from the Learning and Development suite of NVQs:

- A1 Assess candidates using a range of methods
- D32 Assess candidate performance
- D33 Assess candidate using differing sources of evidence

*Depending on the assessment role undertaken.

New assessors should have a clear action plan for achieving Unit A1 within 18 months of beginning assessment.

Someone who has gained these units must support assessment decisions by assessors who are still working towards certification of A1 or D32 and/or D33. Support for trainee assessors' decisions should be recorded by the qualified assessor. This can be achieved by countersigning assessment decisions (in CARs or in the centre's internal assessment and verification records).

Assessors will also be expected to:

- meet the technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed
- provide evidence of recent experience and competence in the occupational area to the level of the qualification(s) they wish to assess
- provide evidence of knowledge, understanding and the application of the national occupational standards with the assessment specification
- provide evidence of knowledge, understanding and support of the relevant Active Leisure and Learning values statements and how they are applied in assessment (see section values statements in **Sports Development value statements**)
- demonstrate a commitment to uphold the integrity of the national standards and prevent their misuse
- provide evidence of their ability to maintain occupational competence and to participate in assessor training initiatives for continuous professional development
- meet any approved centre criteria and personnel specifications that are in place
- have worked in a relevant sports development context for two years full time or equivalent eg Sports Development Manager, National Governing Body manager,
- hold an appropriate sport and recreation qualification eg N/SVQ Level 3 or above or a related HND, a related degree or a Level 3 or above qualification from the NQF or Level 8 or above from the SCQF.

4.3 Internal Verifiers

Internal verifiers must hold or be working towards V1 (Conduct internal quality assurance of the assessment process) or D34 (Internally verify the assessment process) and it is recommended that they also hold Unit A1 or D32 and D33.

New internal verifiers should have a clear action plan for achieving Unit V1 within 18 months of beginning internal verification.

Verification carried out by internal verifiers (IV) who are still working towards certification of V1 must be supported by someone who has gained V1 or D34. Support for trainee IV decisions should be recorded by the qualified IV. This can be achieved by countersigning verification decisions (in CARs or in the centre's internal verification records).

Internal verifiers will also be expected to:

- meet the technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed
- provide evidence of recent experience in the occupational area
- provide evidence of knowledge, understanding and the application of the national occupational standards with the assessment specification
- provide evidence of knowledge, understanding and support of the relevant sports development value statements (see section **Sports development value statements**)
- demonstrate a commitment to uphold the integrity of the national standards and prevent their misuse

- provide evidence of their ability to maintain occupational competence and to participate in IV/assessor training initiatives for continuous professional development
- meet any approved centre criteria and personnel specifications that are in place.
- have worked in a relevant sports development context for two years full time or equivalent eg Sports Development Manager, National Governing Body Manager,
- hold an appropriate sport and recreation qualification eg N/SVQ Level 3 or above or a related HND, a related degree or a Level 3 or above qualification from the NQF or Level 8 or above from the SCQF.

Without a suitably qualified internal verifier, the approved assessment centre cannot submit claims for certification to OCR. (See OCR's *Administrative Guide to Verified Qualifications* – reference code L526.)

5 Certification

5.1 Claiming certificates

The internal verifier must fill in a Certification Record Form (CRF) when a candidate has finished as much of the qualification as they want to at that time. This form can be requested from Operations, OCR, Progress House, Westwood Way, Coventry, CV4 8JQ.

- You can only submit units that the candidate has finished.
- The candidate's assessor must have accepted and signed off the units.

If the candidate is claiming the full qualification, then we will issue two certificates:

- a certificate listing the units
- a certificate giving the full qualification title **OCR Level 3 NVQ in Sports Development**

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

5.2 Ten-week rule

Candidates must be registered with us for the NVQ for at least ten weeks before they claim certification for a full award.

6 Qualification Structure and Units

6.1 Unit format

Each unit contains:

- A brief **summary** of the unit content
- **What you must do**
- **What you must cover**
- **What you must know and understand**

Units imported from the Management standards contain:

- Evidence outcomes
- Behaviours
- Knowledge and understanding

The units and evidence requirements are issued as separate documents to this handbook.

6.2 OCR Level 3 NVQ in Sports Development

(Qualification Accreditation Number 100/5915/5)

To achieve this qualification, candidates must achieve 9 units made up of 5 mandatory units and 4 optional units. At least one optional unit must come from Option Block 1, the remainder can be drawn from Option Block 1 or 2.

Mandatory units

A323	Manage your own resources and professional development	D/103/1587
A12	Contribute to change through implementing and reviewing strategy and policy	T/103/6259
A322	Provide leadership in your area of responsibility	H/103/1588
D210	Promote equality and diversity in sport and physical activity	K/103/6260
C27	Ensure the health, safety, welfare and security of customers and staff	M/103/6261

Optional units

Option Block 1

D61	Facilitate community-based sport and physical activity	T/103/6262
D62	Support the development of sport and physical activity in education	A/103/6263

Option Block 2		
A325	Lead and motivate volunteers	A/103/6554
A319	Recruit, select and keep colleagues	A/103/1595
A326	Involve, motivate and retain volunteers	F/103/6555
A324	Develop productive working relationships with colleagues	J/103/1583
A320	Allocate and monitor the progress and quality of work in your area of responsibility	D/103/1590
A321	Provide learning opportunities for colleagues	Y/103/1586
D211	Contribute to the prevention and management of abusive and aggressive behaviour	L/101/5496
D212	Recognise indications of substance misuse and refer individuals to specialists	D/102/8771
A21	Support the efficient use of resources	F/103/6264
A211	Apply for external funding for sport and physical activity	J/103/6265
A41	Manage information for action	L/103/6266
B227	Contribute to evaluating, developing and promoting services	R/103/6267
B229	Plan and organise services	Y/103/6268
A44	Manage a project	J/103/1597
C33	Work with others to improve customer service	U1053850

6.3 Sports Development Value Statements

Sports Development takes place in many diverse situations, i.e. in a sports specific setting or within a multi-sports environment. Sports Development Officers require to assume the role of the enabler/provider and operate at all times in a manner which takes due account of the following underpinning 'core' values.

1. Participants

- 1.1. The activity offered should be "customer orientated" and participant centred;
- 1.2. There should be equality of opportunity at all times for all participants;
- 1.3. All participants should feel physically and emotionally safe and secure at all times.

2. Sports Development Staff should:

- 2.1. Display a professional approach, which requires to be adaptable/flexible in all situations, i.e. administration, promotion of activity, programme management, staff recruitment (coaches/instructors) and in all dealings with individuals and/or groups;
- 2.2. Be appropriately accredited and display high personal standards of cleanliness and appearance and undertake their duties at all times in a professional and courteous manner;
- 2.3. Never abuse their position of privilege, confidentiality, trust, friendship and respect at all times the important role played by the voluntary sector;
- 2.4. Promote and create awareness of the important role that sport and physical activity can play in developing health and fitness;

- 2.5. Establish structures, which ensure continuity, progression (development of individual skills and standards of performance) and engender lifelong interest in sports and physical activity;
- 2.6. Recruit persons (professional/voluntary) who are suitable and appropriately qualified, to work with participants, whether it be in a sports specific setting or a multi-sports environment;
- 2.7. Tackle barriers to participation (if they exist) and to be aware of those participants with special needs;
- 2.8. Have awareness and understanding of the requirements of forward planning and, where appropriate, assist with the implementation process to ensure and demonstrate good practice;
- 2.9. Encourage respect of others, respect of rules, and encourage good conduct and fair play at all times.

3. Environment

- 3.1. All steps should be taken to provide a welcoming (meet or exceed customer expectations), safe and enjoyable environment;
- 3.2. All equipment provided should be suitable for the activity to be performed;
- 3.3. All relevant current legislation should be adhered to i.e. Health & Safety at Work Act and Children's Act etc.

4. Rationale

- 4.1 To provide increased opportunity to experience the benefits of sport and physical recreation;
- 4.2 To develop relationships and work with schools and other target groups to increase levels of participation in sport and physical recreation;
- 4.3 To provide opportunities and activities which must allow for further progression on an individual or team basis;
- 4.4 There requires to be a communication network developed among fellow professionals, volunteers, clubs/organisations and individual participants;
- 4.5 There requires to be implemented an appropriate consultation/evaluation process in order to ensure existing and planned programmes meet the differing and ever changing needs of the community.

7 Administration Arrangements

7.1 Centre approval

To seek approval to offer this qualification, centres must complete an application form. Centres who are new to OCR must complete an 'Application for Approval as an OCR Centre for NVQs (VQ1)'. Centres who already offer NVQs with OCR must complete an 'Application for Approval to Run Additional NVQs (VQ1a)'.

Once the application and supporting documentation have been submitted to OCR, the centre can expect to be contacted with a view to setting up an evaluation visit.

Before submitting the application form, centres are advised to read the OCR booklet *Administrative Guide to Verified Qualifications* (reference code L526) for more details on all aspects covered in the Centre Handbook, including full details of the approval process and criteria.

These forms are available from Operations, OCR, Progress House, Westwood Way, Coventry, CV4 8JQ - Telephone 024 76 470033 Fax 024 76 468080.

7.2 OCR's advisory service

Centres considering seeking approval to offer this qualification (or any other qualification we offer) might be interested to know that OCR staff are available to help with any aspect of setting up an assessment centre. Through an advisory telephone call or visit, centres can benefit from experience gained in existing centres. Many centres ask for help in the following areas:

- identifying potential candidates and marketing opportunities
- meeting OCR requirements
- identifying resourcing levels both in terms of staff and equipment
- the documents needed, both for the benefit of future candidates and to ensure a smooth-running operation
- help in filling in centre approval forms.

More information on our advisory service can be requested from the

OCR Customer Service Contact Centre, OCR, Progress House, Westwood Way, Coventry, CV4 8JQ Telephone 024 76 851509 or email vocational.qualifications@ocr.org.uk

(Please note that as part of our quality assurance programme, your call may be recorded or monitored for training purposes.)

8 Recording Documentation

8.1 Recording assessment

OCR has provided a master evidence record sheet. When evidence is recorded on the evidence record sheet, assessors will be advised to identify the method that has been used to assess the evidence. OCR external verifiers will look for this information when verifying the NVQ.

8.2 Recording the method of assessment

The master evidence record sheet includes a box in which you must record the method of assessment. The following list shows the individual codes you should use when filling in these record sheets:

Method of assessment used	Code to be inserted on evidence reference sheet
Observation of the candidate by the assessor	O
Examination of the evidence by the assessor: Examination of a product Examination of the witness testimony Examination of a case history Examination of a personal statement Examination of written answers to questions	EP EWT ECH EPS EWQ
Questioning of the candidate or witness by the assessor Questioning of the candidate Questioning of the witness	QC QW
Professional Discussion	PD
Simulated Activities	S

8.3 Recording documents

The following recording documents are provided separately to this handbook:

- Evidence Record Sheet
- Knowledge Evidence Record Sheet
- Unit Overview Sheet
- Witness List
- Record of Achievement.

Evidence Record Sheet (Candidates need one for each unit/element)

This form (or a suitable alternative) is mandatory for candidates' Cumulative Assessment Record (CARs). It is the vehicle for linking the evidence to the **'what you must do'/evidence outcomes of effective performance** and **'what you must cover'/behaviours**. The title of the evidence, and its location should be listed (as it is collected) in the two columns on the left-hand side. The assessment method should be indicated (see the key at the bottom of the sheet) and then a tick should be placed in the boxes where the evidence shows that the requirements have been met. The evidence record sheet, where possible, should be filled in by the candidate with the help of an assessor if necessary.

Knowledge Evidence Record Sheet

This form (or a suitable alternative) is mandatory for candidates' CARs. It is the vehicle for linking the evidence to the knowledge and understanding for each unit. The evidence should be listed with a reference down the left hand side. The assessment method should also be indicated in the relevant column. Knowledge and understanding should be recorded in the fourth column by quoting the appropriate reference number. The knowledge record sheet, where possible, should be filled in by the candidate with the help of an assessor if necessary.

Unit Overview Sheet

This form is designed to give candidates an opportunity to describe the activities that enabled them to achieve each unit, stating what they did, where, how often and over what period of time. The use of this form is **optional**.

Witness List

This form is designed to capture all the necessary information about witnesses who have contributed to a candidate's evidence of competence. The use of this form is **optional**.

Record of achievement

This form is designed to record a candidate's progress through the qualification. It will show, at a glance, which units the assessor considers the candidate to have finished and met all the requirements for.

The sample recording documents for OCR Level 3 NVQ in Sports Development are separate to the Centre Handbook.

9 Candidate Resource

Welcome to the OCR Level 3 NVQ in Sports Development. This resource contains important information about your qualification along with forms and charts for you to use as you identify evidence from your work that demonstrate your competences.

9.1 NVQ

An **NVQ** (National Vocational Qualification) is a qualification that assesses someone's competence (that is the skills, knowledge and understanding they have) principally in a work situation. NVQs are based on the national occupational standards that describe the level and breadth of performance expected of individuals whose work involves sports development practices. This NVQ is based on the national occupational standards developed by SkillsActive. They are the government approved body who set the standards for the Sport and Recreation Sector.

Both the structure of this NVQ and the standards (units) from which it has been designed have been approved by the Qualifications and Curriculum Authority (**QCA**). Your awarding body for this NVQ is Oxford Cambridge and RSA Examinations Board (OCR). QCA has accredited this NVQ and the accreditation number is shown below:

OCR Level 3 NVQ in Sports Development 100/5915/5.

9.2 QCA

More information about QCA is available on their website at www.qca.org.uk whilst the OCR website www.ocr.org.uk provides a range of information about this qualification, how we operate and other qualifications that may interest you.

9.3 Your qualification

The aim of this qualification is to recognise your skills and competences in the workplace.

The qualification is about enabling participation in, and providing opportunities for, sporting activities in the community including roles of co-ordination of services and influencing strategy and policy. Candidates will have autonomy, and will be required to make decisions within boundaries and limits agreed with their manager.

9.4 Progression

This NVQ will allow for **progression** to and from OCR's existing portfolio of Sport and Recreation, and Exercise and Fitness qualifications and will complement other vocational qualifications.

It is a work-orientated qualification and to achieve it you will need the opportunity to demonstrate your competence within your work role. It is open to anyone of all ages, of either gender and there are no entry barriers on grounds of race, creed or proven academic attainment or learning. You need no previous qualifications to complete this NVQ.

It has also been designed to develop the skills and knowledge you need to allow **progression** to and from other qualifications in the National Qualifications Framework, at all levels.

OCR offers a range of related qualifications in this vocational area.

Visit our website at www.ocr.org.uk to see the full range.

9.5 What are the NVQ units?

To achieve this qualification, candidates must achieve 9 units made up of 5 mandatory units and 4 optional units.

Mandatory units

A323	Manage your own resources and professional development
A12	Contribute to change through implementing and reviewing strategy and policy
A322	Provide leadership in your area of responsibility
D210	Promote equality and diversity in sport and physical activity
C27	Ensure the health, safety, welfare and security of customers and staff

Optional units

Option Block 1

D61	Facilitate community-based sport and physical activity
D62	Support the development of sport and physical activity in education

Option Block 2

A325	Lead and motivate volunteers
A319	Recruit, select and keep colleagues
A326	Involve, motivate and retain volunteers
A324	Develop productive working relationships with colleagues
A320	Allocate and monitor the progress and quality of work in your area of responsibility
A321	Provide learning opportunities for colleagues
D211	Contribute to the prevention and management of abusive and aggressive behaviour
D212	Recognise indications of substance misuse and refer individuals to specialists
A21	Support the efficient use of resources
A211	Apply for external funding for sport and physical activity
A41	Manage information for action
B227	Contribute to evaluating, developing and promoting services
B229	Plan and organise services

A44 Manage a project

C33 Work with others to improve customer service

9.6 What do the different sections of each unit describe?

What do the different sections of each unit describe?

Each **unit** contains:

- A brief **summary** of the unit content
- **What you must do**
- **What you must cover**
- **What you must know and understand**

The units and evidence requirements are issued separately to this Centre Handbook.

Units imported for the Management standards contain:

- Evidence outcomes
- Behaviours
- Knowledge and understanding

Evidence requirements specify the amount and possible type of evidence needed to show competence.

9.7 How do I achieve my NVQ?

To achieve your NVQ you must prove that you have the **skills and knowledge** detailed in the NVQ units. Your assessor will judge, from your evidence, whether you have demonstrated the skills and knowledge to the necessary standard. You do not have to pass a written exam or have any **previous qualifications**, learning or experience to be able to take this NVQ.

9.8 What if I have already achieved one of the units?

If you have already achieved a unit (or units) from this NVQ through another awarding body, please tell your assessor and they will arrange for this to count towards your full NVQ. You will need to give your assessor your unit certificate from your previous awarding body as evidence of your **prior achievement**.

9.9 Who will assess me?

Your **assessor** will judge the evidence of your performance, knowledge and understanding against the units of competence in order to decide whether you have demonstrated competence. They will

carry out an **initial assessment** of your past experience, current skills, knowledge and understanding and your job role/work situation to help you decide if it's the **right NVQ for you**.

9.10 Can my colleagues confirm my competence?

Yes. Statements written by colleagues or other people are called **witness testimonies** and they must be signed and dated by the person making the statement.

9.11 How will I be assessed?

Assessor

It is the **assessor's** role to be sure that you have provided and shown evidence for all performance, knowledge and evidence requirements, before they can decide that you have finished a unit.

In addition you may claim accreditation of prior achievement for any of the elements or units of competence, as long as the evidence fully meets the criteria and you can prove that it is all your own work. It is important also that assessors are convinced that the competence you are claiming is still current. If they have any doubts, they will assess your competence directly.

Evidence Record Sheet

When assessors are satisfied that you have met all of the requirements for a unit, they will confirm this by signing the **evidence record sheet** for that unit to show that the assessment process is complete.

Your assessor will need to agree a number of issues with you including:

- finding the best source of evidence to use for particular units
- finding the best way of assessing you
- confirming the best times, dates and places for your assessments to take place.

Assessment planning

Your assessor will record their **assessment planning** and regularly give you feedback.

Your evidence

Evidence is your proof that you meet the requirements for this NVQ.

Evidence could be:

- your practice – including the record of the observation of your performance
- your reflective account/practice journal
- products of your own work and contributions you have made, minutes of meetings, records of planning, monitoring and evaluating activities, records of projects, records of monitoring health and safety, case studies etc

- witness testimony
- service user testimony
- answers to oral and written questions
- written assignments and projects
- previous experience and learning
- role play.

Performance evidence should be gathered wherever possible from naturally occurring evidence collected in the workplace. Knowledge to support performance should be based on practice evidence and reflection.

Your assessor can also supply evidence (through their records of assessment for example, observations they have carried out and/or your responses to questions they have asked you).

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
- the level of understanding you have about what you do, how you do it, and why you do it.

Assessor's report

Your assessor will provide evidence to prove your skills, knowledge and understanding, by observing you carry out your duties in the workplace and writing a report on what they have observed. After your assessor has observed you, they will ask you questions to confirm what you know and understand. This **assessor's report** (one piece of evidence) could be enough evidence to fulfil a number of requirements of this NVQ.

9.12 How much evidence do I need?

You do not have to produce a separate piece of evidence for each performance criteria and each knowledge requirement. Try to match each piece of evidence to as many performance criteria and knowledge requirements as you can, across as many units as you can.

Quality and quantity

Remember the minimum requirements for the **quality and quantity** of evidence you must provide are listed within the Evidence Requirements (which are separate documents to the Centre Handbook).

9.13 What happens to my evidence?

The evidence you provide will be assessed (checked by your assessor against the NVQ requirements). Your assessor will want you to continue providing evidence until they are satisfied that there is enough consistent proof that you are competent. To be accepted as proof of your competence, your evidence must:

- come from work you have carried out in a real work situation
- be your own work or relate to you
- reflect what you can do now, not what you could do a few years ago or what you wish to do in the future.

9.14 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. Your **portfolio** can be paper-based or in an electronic format. For example, if you keep records of staff organisation or activity programmes 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 verifiers) to have access to in the future.

9.15 My work involves confidential information, how can I use this as evidence?

In some situations, the work, that you are involved with, may include **confidential information** relating to your organisations service users. It may not be appropriate to include this information in your portfolio of evidence.

If the evidence contains, for example, confidential service user information, this information could be removed from the document before it is submitted as evidence. If the evidence takes the form of a document which is reporting on confidential or sensitive details throughout, you could either:

- **signpost** the evidence within your portfolio (as long as it would be available for your assessor, internal verifier and external verifier to see) or
- your assessor could provide an **observation report** of what they have seen and how it shows that you are competent. This observation report would then form part of the evidence in your portfolio.

Evidence can take many forms, for example, photographs, videos, audio tapes, CD-ROMs, floppy disks and paper-based or digitally formatted documents. Information relating to practice information must comply with **legal requirements** and best practice in the sector in relation to confidentiality of information.

9.16 How do I keep track of what I've done?

We have designed a **Record of Achievement** form for you to keep track of your achievements. We have provided a blank form for you to use if you want to.

We have also designed an **Evidence Record Sheet** and **Knowledge Record Sheet** for you to record your evidence and where it is located.

These sheets (or suitable alternatives) will allow you, your assessor and the internal and external verifiers to see what each piece of evidence refers to.

These recording sheets (or suitable alternatives) are mandatory – you must keep a record of what has been assessed and where it can be found.

Your assessor may give you alternative forms to use. This is acceptable as long as they include all the information needed.

Master copies of these forms are provided separately to the Centre Handbook.

9.17 Where do I keep all my records?

You must keep your evidence record sheets (or alternatives that your assessor may give you) together in a file. This is your **Cumulative** (that is, an ongoing) **Assessment Record**, or **CAR** for short.

Your CAR belongs to you. It is your record of which evidence has been assessed and accepted by your assessor as proof of your competence and it details where it can be found. Your assessor will help you prepare your CAR.

9.18 Helpful Hints

When collecting evidence, the following will help you:

- 1 **Start by thinking about what activities you do in your current role** and match these to the units of competence specified for the NVQ.
- 2 **Identify evidence that you could gather naturally** while carrying out your everyday work and cross reference these to as many performance criteria and knowledge requirements as possible (either within the same unit or across other units). Apply a single piece of evidence to as many units as possible. This is not only economical in terms of collecting evidence, but it also gives a more holistic, or rounded, picture of your competence.
- 3 **Go for quality rather than quantity.** Well chosen pieces of evidence can count for much more than a vast amount of evidence which only loosely applies.
- 4 **Mix the types of evidence you offer.** A good mixture containing some observation of practice, some products of your work, some witness reports and so on, leads to a more streamlined, better-balanced approach which is more convincing to your assessor.
- 5 **Choose evidence which reflects your current competence.** Evidence can come from things you did in the past but your assessor must be convinced that the evidence you offer reflects your current competence.
- 6 **Do not treat reference materials** (such as company policies and training materials) **as evidence**, because they do not demonstrate your competence, unless you can demonstrate that you produced them or how you have used them in your everyday work.
- 7 **You can also use your assessor's records of your assessment as evidence.**
- 8 **You do not have to keep all evidence in a paper portfolio.** If you keep evidence somewhere else, for example, in a filing cabinet, or on a computer disk, record what the evidence is and where the evidence is located. The location of evidence needs to be clearly signposted on your evidence record sheet.

- 9 **The NVQ units of competence** do not form part of your evidence. You will probably want to keep the units alongside your evidence for reference but we do not need you to include a copy of the units with your evidence for assessment or verification.
- 10 Although not compulsory, you may find it useful to include a copy of your **curriculum vitae (CV)** with your evidence to show your previous qualifications and work history.
- 11 **Confidential and unavailable evidence.** Your assessor should have access to this type of evidence to assess your competence. However, in some cases your assessor's description of the evidence they have seen will be more suitable, depending on the type of evidence.
- 12 **Show your evidence to your assessor regularly.**

Unit certificate

Once your assessor has decided that you have provided enough evidence to prove your competence in a unit, they will sign the unit off, and you will not need to collect any more evidence for that unit. A **unit certificate** can be claimed from OCR at this point. If you want to do this you should discuss it with your assessor.

9.19 Can my evidence count towards Key Skills units?

The evidence you produce for your qualification may prove you have the skills required for the **Key Skills** units. Signposting to Key Skills and further guidance should be requested from your Centre. You may also visit the OCR website www.ocr.org.uk for further details.

9.20 What happens if I have particular assessment needs?

We have tried to make sure that no unnecessary **access** restrictions will slow down your progress. You must have the same chances as everyone else to prove your competence and collect evidence. If you need mechanical, electronic or other aids to show your competence, please talk to your assessor about this. You can use aids as long as they are generally commercially available and it is practical to use them during your normal work.

We do not think that you will ever have to use our **appeals** procedure, but if you do, the process is described in the OCR publication *Administrative Guide to Verified Qualifications* - (reference code L526), which can be downloaded from the OCR website www.ocr.org.uk.

9.21 What if I cannot complete enough units to claim a full NVQ?

NVQs are very flexible and allow you to achieve recognition for what you have achieved even if you don't finish the whole qualification.

To gain a **full NVQ certificate** you must collect enough evidence to prove you are competent in all the required units. If you cannot finish all of the units for the full qualification, you may claim a **unit certificate** that lists the unit or units that have been signed off by your assessor. You may do more than the necessary number of units in which case the additional units will be shown on your unit certificate.

You should have the opportunity to claim unit certificates as you progress if you want to, rather than waiting until everything is completed. If you want to do this you should discuss it with your assessor.

You cannot fail an NVQ, and we do not grade your results.

You are either competent or not yet competent.

10 Key Skills Signposting

Some candidates may want to put forward evidence from this NVQ towards their achievement of the individual Key Skills units. To show where evidence from this NVQ may also provide evidence opportunities for Key Skills, OCR have provided details of signposting of the national occupational standards to the Key Skills specification.

Individual Key Skills units are available in the following six areas:

- Communication
- Application of Number
- Information Technology
- Working with Others
- Improving Own Learning and Performance
- Problem Solving

Signposting can only identify the possibility that a piece of evidence put forward for the NVQ may also meet the requirements of the Key Skills. Each piece of evidence must be assessed against the Key Skills specifications to see if it is suitable.

Units	Communication	Application of number	Working with others	Problem solving	Improving own learning and performance	Information and communication technology
Mandatory						
A323 Manage your own resources and professional development	3	3	3	3	4	-
A12 Contribute to change through implementing and reviewing strategy and policy	3.1a, 3.1b, 3.2, 3.3	3.1, 3.2, 3.3	3.1, 3.2, 3.3	3.1, 3.2, 3.3		
A322 Provide leadership in your area of responsibility	4	2	3	3	3	-
D210 Promote equality and diversity in sport and physical activity	4.1, 4.2, 4.3	2.1, 2.2, 2.3	4.1, 4.2, 4.3	3.1, 3.2, 3.3	3.1, 3.2, 3.3	
C27 Ensure the health, safety, welfare and security of customers and staff	3.1a, 3.1b, 3.2, 3.3			4.1, 4.2, 4.3		
Optional Block 1						
D61 Facilitate community-based sport and physical activity	4.1, 4.2, 4.3	3.1, 3.2, 3.3	4.1, 4.2, 4.3	3.1, 3.2, 3.3	3.1, 3.2, 3.3	
D62 Support the development of sport and physical activity in education	4.1, 4.2, 4.3	3.1, 3.2, 3.3	4.1, 4.2, 4.3	3.1, 3.2, 3.3	3.1, 3.2, 3.3	

Units	Communication	Application of number	Working with others	Problem solving	Improving own learning and performance	Information and communication technology
Optional Block 2						
A325 Lead and motivate volunteers	3		3	3		3
A319 Recruit, select and keep colleagues	3	3	4	3	2	-
A326 Involve, motivate and retain volunteers	3	2	3	3		2
A324 Develop productive working relationships with colleagues	3	2	4	3	3	-
A320 Allocate and monitor the progress and quality of work in your area of responsibility	4	3	4	4	3	-
A321 Provide learning opportunities for colleagues	4	2	3	2	2	-
D211 Contribute to the prevention and management of abusive and aggressive behaviour	3.1, 3.3			3.1, 3.2, 3.3		
D212 Recognise indications of substance misuse and refer individuals to specialists	3.1a, 3.2, 3.3		3.1, 3.2, 3.3	3.1, 3.2, 3.3	3.1, 3.2, 3.3	
A21 Support the efficient use of resources	3.1a, 3.1b, 4.2, 3.3			3.1, 3.2, 3.3		
A211 Apply for external funding for sport and physical activity	3.1a, 3.2, 3.3	3.1, 3.2, 3.3	3.1, 3.2, 3.3	3.1, 3.2, 3.3		
A41 Manage information for action	4.1, 4.2, 4.3	2.1, 2.2, 2.3	3.1, 3.2, 3.3	3.1, 3.2, 3.3	3.1, 3.2, 3.3	2.1, 2.2
B227 Contribute to evaluating, developing and promoting services	3.1a, 3.1b, 3.2, 3.3	3.1, 3.2, 3.3		4.1, 4.2, 4.3		
B229 Plan and organise services	2.1a, 2.1b, 2.2, 2.3		3.1, 3.2, 3.3	4.1, 4.2, 4.3		
A44 Manage a project	4	4	4	4	3	-
C33 Work with others to improve customer service	4	3	4	4	4	-

11 Other Related OCR Qualifications

OCR offers a wide range of qualifications that are related to the requirements of the Sport and Leisure Sector.

11.1 Vocationally-related Qualifications

OCR Level 2 Certificate in Teaching Exercise and Fitness

11.2 OCR Nationals

OCR Level 2 National Certificate in Sport

OCR Level 3 National Certificate in Sport

OCR Level 3 National Diploma in Sport

OCR Level 3 Extended Diploma in Sport

11.3 NVQs

OCR Level 1 NVQ in Sport, Recreation and Allied Occupations

OCR Level 2 NVQ in Instructing Exercise and Fitness

OCR Level 2 NVQ in Sport, Recreation and Allied Occupations: Coaching, Teaching, Instructing in the context of Association Football

OCR Level 2 NVQ in Sport, Recreation and Allied Occupations: Operational Services

OCR Level 2 NVQ in Sport, Recreation and Allied Occupations: Activity Leadership

OCR Level 3 NVQ in Leisure Management

These qualifications complement and support the activities undertaken with the Level 3 NVQ in Sports Development.

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 OCR's website at www.ocr.org.uk for further information on, OCR qualifications and 'Interchange', OCRs secure extranet.

12.2 Centre Approval, Candidate Registration and Certification

Operations Customer Support on 024 76 470033 or:

Operations
OCR
Progress House
Westwood Way
Coventry
CV4 8JQ

12.3 Customer feedback

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

The Professional Officer
Sport and Recreation NVQs
IT, Education and Training Team
OCR
Coventry Office
Westwood Way
Coventry
CV4 8JQ

12.4 OCR Training Events

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

OCR Training
Mill Wharf
Mill Street
Birmingham
B6 4BU

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

12.5 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 the OCR 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

12.6 Publications (related to this qualification)

The NVQ Toolbox (reference code L391)

Administrative Guide to Verified Qualifications (reference code L526)

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