Functional Skills

English

Centre Handbook
OCR Functional Skills qualification in English at level 1 Entry code 09498
OCR Functional Skills qualification in English at level 2 Entry code 09499

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1   Introduction

The information provided in this handbook is correct at the time of production. Occasionally we may update this information. Please refer to the qualification webpages for the most up-to-date information.

Staff involved in the delivery of these qualifications must have access to and understand the requirements in this handbook.

You should read this document in conjunction with our *Admin guide: Functional Skills* and *Instructions for Conducting OCR Functional Skills and Cambridge Progression qualification*s.

You should ensure 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.

1.1   The OCR Functional Skills suite of qualifications

Functional skills are practical skills in English, mathematics and Information and Communication Technology (ICT) that allow individuals to work confidently, effectively and independently in life.

Functional Skills qualifications are offered at Entry level, level 1 and level 2 and appear on the Register of Regulated Qualifications http://register.ofqual.gov.uk and meet the Functional Skills criteria approved by Ofqual.

Assessment is:

- set by OCR

- available on-demand, to suit you and your candidates

- either paper-based or on-line for Reading and Writing components

- centre assessed for the Speaking, Listening and Communication component

- externally assessed by OCR.

The assessments use and reinforce skills-based, problem-solving and learning techniques. There is more information on assessment in section 4.

Our Functional Skills qualifications in English, mathematics and Information and Communication Technology are designed to develop and assess Functional Skills as determined by a set of skills standards. The skills standards contained within each qualification provide candidates with knowledge, skills and a problem-solving approach that can be used in work, life and further learning.

1.2   Why choose Functional Skills in English

These qualifications will equip your candidates with the functional skills required for day-to day life, education and work.

The aim of these qualifications is to give candidates the opportunity to:

- develop an understanding of functional skills in English at level 1 and 2

- develop their skills and competences in English

- achieve a nationally recognised qualification

- prepare for employment

- progress to further.

1.3   Entry requirement

All 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 candidates before entering them for one of these qualifications.

These qualifications have been developed so they are free from any barriers that restrict access or progression and therefore promote equal opportunities.

There is no requirement for any specific prior learning. We recommend that an initial assessment should take place to ensure the candidate is capable of reaching the required standards.

See section 4.1 for information about our free Functional Skills Level Checker.

1.4   Funding

These qualifications are regulated by Ofqual and are eligible for funding.

For further details regarding approval and funding eligibility you should refer to the following websites:

Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000

Skills Funding Agency for public funding in England

DAQW – Database of Approved Qualifications for public funding in Wales

Department for Employment and Learning for public funding in Northern Ireland

Education Funding Agency http://www.education.gov.uk/aboutdfe/executiveagencies/efa for public funding information for aged 16-19 learners in England

If you have any queries regarding funding for this qualification contact us by email at funding@ocr.org.uk.

1.5   Guided learning hours (GLH)

Guided learning hours indicate the approximate time (in hours) the tutor will spend supervising or directing study time and assessment. Each unit includes the GLH.

Each qualification requires the following guided learning hours:

Functional Skills qualification in English at Level 1	45 GLH.
Functional Skills qualification in English at Level 2	45 GLH.

2 Qualification summary

2.1 OCR Functional Skills qualification in English at level 1 summary

OCR entry code	09498	Qualification Number (QN)		500/9111/6
Approved age group	Pre-16	16-18	18+	19+
	✓	✓	✓	✓
This qualification is suitable for	Anyone who has achieved the level 1 qualification or anyone wanting to gain a practical grounding in how to apply English skills to everyday situations.			
Entry requirements	There are no formal entry requirements for this qualification.			
Structure and options	This qualification contains one mandatory unit of three components: Reading, Writing and Speaking, Listening and Communication (SLC).			
Assessment model	The Speaking, Listening and Communication component of this qualification is internally assessed by your staff, e.g. tutors, trainers, and externally moderated by OCR. The Reading and Writing components of this qualification are externally set by us and externally assessed by our Examiners. This qualification is pass/fail.			
Last date to enter candidates	This is the operational end date in the Register of Regulated qualifications. We will always provide you with advanced notice when setting a last entry date and a last certification date.			

2.1 OCR Functional Skills qualification in English at level 2 summary

OCR entry code	09499	Qualification Number (QN)		500/8963/8
Approved age group	Pre-16	16-18	18+	19+
	✓	✓	✓	✓
This qualification is suitable for	Anyone who has achieved the level 1 qualification or anyone wanting to gain a practical grounding in how to apply English skills to everyday situations.			
Entry requirements	There are no formal entry requirements for this qualification.			
Structure and options	This qualification contains one mandatory unit of three components: Reading, Writing and Speaking, Listening and Communication (SLC).			
Assessment model	The Speaking, Listening and Communication component of this qualification is internally assessed by your staff, e.g. tutors, trainers, and externally moderated by OCR. The Reading and Writing components of this qualification are externally set by us and externally assessed by our Examiners. This qualification is pass/fail.			
Last date to enter candidates	This is the operational end date in the Register of Regulated qualifications. We will always provide you with advanced notice when setting a last entry date and a last certification date.			

3 Structure and content

3.1 Qualification structure

OCR Functional Skills qualification in English at level 1 (Qualification Number 500/9111/6)

This qualification contains one mandatory unit (Unit Reference Number A/601/2340)

OCR Functional Skills qualification in English at level 2 (Qualification Number 500/8963/8)

This qualification contains one mandatory unit (Unit Reference Number J/601/2289)

3.2 Teaching and Learning

Wherever possible, tutors should tailor learning programmes to meet individual candidate needs. It is recommended that centres should adopt a holistic approach to the delivery of this qualification and identify opportunities to link Functional Skills English to other areas of the curriculum.

We strongly advise that teaching and development of subject content and associated skills be referenced to real life situations. The practical skills prescribed in the Functional Skills criteria should form the basis of the individualised learner programme.

The unit contains three components (Speaking, Listening and Communication; Reading; Writing). The qualification achieved is awarded at the level of the lowest component achieved.

The English standards are essentially concerned with developing and recognising the ability of candidates to apply and transfer skills in ways that are appropriate to their situation. For English to be useful, candidates must have the skills and confidence to apply, combine and adapt their English knowledge to new situation in their life and work. The capacity to identify and understand the role that English plays in the world is crucial in enabling them to function as effective citizens.

3.2.1 Skills standards

The skills standards describe the criteria against which candidates will be assessed. At each level, the skills standards subsume the previous level's skills standards and coverage and range, supporting a progression-based suite of qualifications.

The OCR Functional Skills qualification in English at level 1 and level 2 assesses all of the skills standards and samples the coverage and range.

3.2.2 Coverage and range

The coverage and range provides the knowledge and techniques that candidates would be expected to apply at each level. These sections are not intended as exhaustive lists to which candidates should be confined but are intended as a guide to the minimum type of content that they will need to demonstrate and apply to meet the requirements of the skills standards.

3.2.3 Assessment weightings

The assessment weightings indicate the percentage of the overall assessment that must be covered in relation to the individual skills standards. All assessments reflect the assessment weightings as outlined in the skills standards.

3.3 Level 1 Unit A/601/2340

For the level 1 qualification candidates must achieve one mandatory unit.

Skill standards	Coverage and range
Speaking, Listening and Communication (1S) Take full part in formal and informal discussions and exchanges that include unfamiliar subjects	(1S1) Make relevant and extended contributions to discussions, allowing for and responding to others' input (1S2) Prepare for and contribute to the formal discussion of ideas and opinions (1S3) Make different kinds of contributions to discussions (1S4) Present information/points of view clearly and in appropriate language
Reading (1R) Read and understand a range of straightforward texts	(1R1) Identify the main points and ideas and how they are presented in a variety of texts (1R2) Read and understand texts in detail (1R3) Utilise information contained in texts (1R4) Identify suitable responses to texts In more than one type of text.
Writing (1W) Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience	**Assessment weighting** 55-60% (1W1) Write clearly and coherently, including an appropriate level of detail (1W2) Present information in a logical sequence (1W3) Use language, format and structure suitable for purpose and audience **Assessment weighting** 40-45% (1W4) Use correct grammar, including correct and consistent use of tense (1W5) Ensure written work includes generally accurate punctuation, spelling and that meaning is clear In more than one type of text.

3.4   Level 2 Unit J/601/2289

For the level 2 qualification candidates must achieve this one mandatory unit.

Skill standards	Coverage and range
Speaking, Listening and Communication (2S) Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	(2S1) Consider complex information and give a relevant, cogent response in appropriate language (2S2) Present information and ideas clearly and persuasively to others (2S3) Adapt contributions to suit audience, purpose and situation (2S4) Make significant contributions to discussions, taking a range of roles and helping to move discussion forward
Reading (2R) Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	(2R1) Select and use different types of texts to obtain and utilise relevant information (2R2) Read and summarise, succinctly, information/ideas from different sources (2R3) Identify the purposes of texts and comment on how meaning is conveyed (2R4) Detect point of view, implicit meaning and/or bias (2R5) Analyse texts in relation to audience needs and consider suitable responses In three or more texts.
Writing (2W) Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	**Assessment weighting:** 55-60% (2W1) Present information/ideas concisely, logically, and persuasively (2W2) Present information on complex subjects clearly and concisely (2W3) Use a range of writing styles for different purposes (2W4) Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively
	Assessment weighting: 40-45% (2W5) Punctuate written text using commas, apostrophes and inverted commas accurately (2W6) Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning In a range of text types.

4 Assessment

4.1 Initial assessment of candidates

It is important that your centre carry out an initial assessment to identify candidates' levels of competence, knowledge and understanding and any potential gaps that need to be addressed.

We have a free online Functional Skills Level Checker, in the resources section, on Interchange.

You will need to login and then you can access maths and English online level checking. You can also download paper-based level checking for maths, English and ICT.

These assessments can help you identify the profile of skills that a candidate has, to help pinpoint the most appropriate level as a starting point, before further diagnostic screening.

4.2 How these qualifications are assessed

Reading and Writing - external assessment

At level 1 and 2, assessment of the Reading and Writing components is by a paper-based or on-screen test which is externally set by us and externally assessed by our Examiners.

At level 1, the specification will subsume the Entry Level skill standards and coverage and range. At level 2, the specification will subsume the level 1 skill standards and coverage and range.

Once you have made entries you will receive the papers within five working days. For further details please see the *Functional Skills Admin Guide*.

Assessments take place under examination conditions, as specified in our *Instructions for conducting OCR Functional Skills and Cambridge Progression qualifications*. The assessment duration is 50 minutes per component at Level 1 or 55 minutes per component at level 2.

Speaking, Listening and Communication - internal assessment

The speaking, Listening and Communication component is internally assessed by the centre under controlled assessment conditions and externally moderated by OCR, see section 4.8 for more details.

4.3 Resources for assessment

You may use a dictionary and spell/grammar check facilities for reading and writing assessments.

4.4   Suitable to the needs of the candidate

We have designed these qualifications so that achievement is accessible to all candidates, in the context of the units.

For candidates who have access requirements see *Arrangements for learners with access-related needs* in Section 8.7.

If you think that any aspect of these qualifications unfairly restricts access and progression, please contact our Customer Contact Centre by phone: 024 76 851509 or by email at vocational.qualifications@ocr.org.uk

4.5   External assessment for Reading and Writing components

4.5.1 Paper-based assessment

Assessments are available as a question paper (a paper-based test). Centres may enter candidates for paper-based tests at any time. Papers will be despatched to centres per daily cohort of entries and must be taken within opening the assessment package.

The paper-based externally assessed components are distributed by secure post to the centre for each daily cohort of candidate entries, and should be stored within centres as per our *Instructions for conducting OCR Functional Skills and Cambridge Progression Qualification examinations,* available on our website www.ocr.org.uk.

4.5.2 On-screen assessment

Assessments are available as an on-screen tests on demand.

The on-screen externally assessed components are made available to approved centres registered in the test delivery system. Once available, centres can schedule tests to take place at any time.

Centres are responsible for timetabling Functional Skills tests. Centres can timetable tests back-to-back and hold tests for more than one qualification on the same day.

Component	Assessment availability	Assessment details	Level 1 Duration	Level 2 Duration
Reading	Assessment is available on demand throughout the year.	One test taken under **examination** conditions, as specified in our *Instructions for conducting OCR Functional Skills and Cambridge Progression Qualification examinations.* The assessment is a combination of open and closed response questions, set in a generic and realistic context. There is one task to complete for this component. The relevant coverage and range is fully covered in this component. A spell/grammar check facility or dictionary is allowed in the reading component. Candidates taking the paper-based test may word process their answers. For the paper-based test the assessment materials comprise a combined task, resource and answer booklet. The resource documents are perforated and can be removed from the booklet.	50 minutes	55 minutes
Writing	Assessment is available on demand throughout the year.	One test taken under **examination** conditions, as specified in our *Instructions for conducting OCR Functional Skills and Cambridge Progression Qualification examinations.* The assessment comprises two task set in a generic and realistic context. Each task requires a different document format. The relevant coverage and range is fully covered in this component. Between 40 and 45 per cent of the marks are allocated specifically for spelling, punctuation and grammar. A spell/grammar check facility is allowed in the writing component. Candidates taking the paper-based test may word process their answers. A dictionary is allowed. For the paper-based test the assessment materials will comprise one booklet which contains both resource material and the test. For the paper-based test the assessment materials comprise a combined task, stimulus and answer booklet. There are no perforated pages.	50 minutes	55 minutes

4.6 Internal Assessment of Speaking, Listening and Communication components

The Speaking, Listening and Communication component of this qualification is designed around the principle that candidates will build evidence towards the achievement of a level within a prescribed period of time under Controlled Assessment conditions. Once all skills standards have been met, for the subject level, the evidence is then submitted to us for external moderation.

Component	Assessment availability	Assessment details	Duration
Speaking, Listening and Communication at Level 1	Available throughout the year.	Centre set and assessed. Externally moderated by OCR One formal/informal discussion, between three and five people, about unfamiliar subjects conducted under controlled assessment conditions One formal/informal exchange, between two people, about unfamiliar subjects conducted under controlled assessment conditions	20 minutes (up to a maximum of 40 minutes)
Speaking, Listening and Communication at Level 2	Available throughout the year.	Centre set and assessed. Externally moderated by OCR One formal discussion ,between three and five people, about unfamiliar subjects conducted under controlled assessment conditions One presentation about unfamiliar subjects conducted under controlled assessment conditions The subject for the discussion and presentation can be similar, if appropriate	30 minutes (up to a maximum of 40 minutes)

In order for candidates to be able to effectively progress towards meeting the requirements of each skill standard in the Speaking, Listening and Communication component, tutors must make sure that the coverage range requirements for each standard are fully addressed. The identified coverage and range are not exhaustive and may expanded upon or tailored to particular contexts to which the qualification is being taught and the skills standards applied.

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

Assessment of this component will be conducted in accordance with controlled assessment information in OCR's Speaking Listening and Communication guidance.

Assessor observation record forms **must** be used to record details of the assessment. These are available as a PDF or as a word document on the webpage.

4.7   Centre Assessor responsibilities

The centre assessor is normally the course tutor and is responsible for assessing candidates' work.

Centres will need to identify staff who will act as assessors. Centres must ensure that its assessors have the appropriate expertise and are adequately informed and supported to fulfil their responsibilities including providing suitable training.

Assessors must:

- judge candidates' work against the standard identified in the skills standards

- ensure that summative assessment complies with the controlled assessment conditions specified by OCR for the qualification

- identify valid and sufficient evidence

- identify gaps in evidence

- give feedback to candidates and ensure it is in line with requirements for controlled assessment

- iaise with other assessors in the centre to ensure assessment decisions are standardised

- verify candidate achievement by completing and signing our documentation (i.e. witness statement forms, assessment record forms)

- maintain records of candidates' achievements.

4.8   Controlled assessment

Controls are set for each of the three stages in the assessment process: task setting, task taking and task marking. Controls are set within assessments so that validity and reliability are ensured and that assessors can confidently authenticate candidates' work. Controls will also make assessments more manageable for tutors and candidates. Within each of the stages the level of control will vary. Unlike GCSEs where controlled assessment also applies, the level of controls for Functional Skills are not described as limited, medium or high but are defined by what this means in terms of practical application within the assessment.

This section sets out the overall OCR approach for the Speaking, Listening and Communication component of the Functional Skills qualification in English at level 1 and level 2.

Centre staff involved in the assessment of Functional Skills controlled assessments should also familiarise themselves with the information in OCR's Speaking Listening and Communication guidance.

4.9   Task setting

4.9.1   The OCR approach

For this component, OCR will provide guidance for the assessment of the component.

Candidates will need to take part in a planned learning programme that covers the underpinning knowledge and skills of the component in addition to completing the designated assessment tasks.

4.9.2   Using the assessment material

Your centre should aim to set the tasks in an appropriate context which your candidates will find meaningful, relevant and engaging, but there is no change to the skills standards themselves. These activities can be wholly practical, class-based, or a mixture of both depending on the needs of the candidate.

The guidance later in this handbook includes information on how the Speaking, Listening and Communication assessment can be constructed.

We have ensured that, in the language used and tasks provided, we have avoided discrimination, bias and stereotyping and support equality and diversity. In the development of qualifications and assessments we use the guidance given in the Ofqual publication Fair access by design, notably this includes:

- using language and layout in assessment materials that does not present barriers to candidates

- using stimulus and source materials in assessment materials (where appropriate) that do not present barriers to candidates.

If you wish to adapt the example assessment we strongly advise that staff responsible for modifying the example assessment and quality assuring it refer to the publication *Fair access by design*.

Observation Record Forms are provided as part of the Speaking, Listening and Communication assessment guidance document and are available to download from the OCR website as word or PDF documents.

These forms are designed to be used as summative records of a candidate's assessment. They identify the criteria the candidate needs to achieve in order to pass the level 1 and level 2 Speaking, Listening and Communication assessment. The Observation Record Forms **must** be submitted to OCR as evidence of achievement for the candidate, together with supporting evidence (where appropriate).

4.10 Task taking

4.10.1 The OCR approach

Under the process of task taking, levels of control are set for the unit under the key aspects of authenticity, time, resources and collaboration.

4.10.2 Definitions of the controls

(a) **Authenticity control:** Assessors/tutors must be confident that the work they mark is the candidate's own. Within Functional Skills English OCR expects assessors to supervise and guide candidates who are undertaking work for internal assessment.

Candidates must complete all work for assessment under formal supervision, that is, in direct sight of the tutor at all times. It is acceptable for any preparatory work for assessment to be under limited supervision. For example, candidates may wish to research a topic prior to discussing this as a group.

With all internally assessed work, the tutor must be satisfied that the work submitted for assessment is the candidate's own work and be able to authenticate it. Your centre must ensure for all candidates who participate in the assessment; that plagiarism does not take place; sources used by candidates are clearly recorded and each candidate's preparation for the final production of work is the candidate's own.

When supervising tasks, assessors are expected to:

- offer candidates advice about how best to approach such tasks

- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism

- exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements

- ensure that the work is completed in accordance with the qualification requirements and can be assessed in accordance with the specified marking criteria and procedures.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to candidates being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to quotations or evidence, but they must list their sources. The rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to candidates as well as the potential risks of failing to acknowledge such material. Candidates may be asked to sign a declaration to confirm that the work they submit is their own. Centres should reinforce this message to ensure candidates understand what is expected of them.

Please note: Centres must confirm to OCR that the evidence produced by candidates is authentic when they submit their marks. The Centre Authentication Form which can be downloaded from our website includes a declaration for assessors to sign. It is a requirement of the Ofqual Common Criteria for all Qualifications that proof of authentication is received

(b) **Feedback control:** The degree of assessor guidance in candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and outcomes. Whilst feedback that remains at the general level may be provided to candidates, centres **must** ensure that the work submitted for final assessment is the candidate's own work. It is not acceptable for assessors to provide model answers or to work through answers in detail. For more information and advice on giving feedback to candidates on the work they have produced for assessment centres should refer to our *Instructions for conducting OCR Functional Skills and Cambridge Progression Qualification examinations,* which is available to download from our website.

Any advice to individual candidates over and above that given to the class as a whole and that is not of a general nature should be recorded on the OCR Observation Record Form.

(c) **Time control:** The time available to candidates to complete the assessment tasks is 20 minutes in total. Any attempt by the candidate at a task that is used for summative assessment must be completed under controlled assessment conditions.

There is no time limit for any preparatory work so this will be over and above the time designated for the assessment.

(d) **Resource control:** Access to resources will be limited to those appropriate to the learning and assessment and as required by the unit. Candidates will need to be provided with the most appropriate materials and equipment to allow them full access to the assessment. For the unit basic workplace equipment will be adequate.

(e) **Collaboration control:** Candidates must provide evidence of their own individual work. The work of individual candidates can be informed by working with others **during preparatory work** for formal discussion, for example, but all candidates must be assessed on their own performance.

4.10.3 General guidance on completing the tasks

Candidates should be allowed sufficient time to complete the task. Each candidate must produce individual and authentic evidence for the task. Centre staff may give support and guidance to candidates. This support and guidance should focus on checking that candidates understand what is expected of them. It is not acceptable for assessors to provide model answers or to work through answers in detail.

Candidates may use information from any relevant source to help them with producing evidence for the task unless there are any restrictions on any evidence or resources to be used, if this is the case it will be clearly identified within the component assessment guidance.

Where a dataset or case material is provided it is acknowledged that candidates in their responses will refer to situations in the assessment material but as this is fictitious this does not break any rules of confidentiality or copyright. However, in general, candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced.

4.10.4 Additional guidance for Speaking, Listening and Communication

Level 1

Centres may select the topic of discussion at level 1 as appropriate to the candidate.

This can either be based on the topics of the Reading and Writing assessments OR a different topic selected by the centre. However, centres are reminded that topics selected must meet the requirements of the level.

As an example, the following approach gives an indication of the type of performance expected in order to meet the requirements of the skills standards for this component:

FS Skills standard	Minimum learner achievement expected for a pass	Expected performance during a discussion for the subject of voluntary work in a care home:
1.1.1	- made relevant and extended contributions - responded appropriately to others	The learners have prepared for the discussion by looking at the daily work role for a care worker who works in a care home. They have agreed to discuss the merits and drawbacks of such a role. During the discussion, the group are undecided about whether they would enjoy such a role or not. During the discussion, the learner being assessed has: - discussed a wide range of advantages and disadvantages of the role and identified amongst other points that looking after people is a good thing and would be really appreciated by people living in the care home. However, the learner thinks that some of the jobs they would be expected to do are not pleasant, based on the experiences of one of their relatives. - disagreed with other learners who comment about the lack of value for such a role, arguing that for some elderly people a care worker may be the only person who looks after them on a daily basis. The learner has effectively listened to other comments from the group and accepted other views, but offered constructive comments on why other views might not reflect the scope of the care worker role.
1.1.2	appropriately prepared to contribute to formal discussion of ideas and opinions	The learner has demonstrated evidence of research into the care worker role through notes used within the discussion and through the knowledge demonstrated during the discussion. The research demonstrated was drawn from internet research and personal experience. Contributions within the discussion are accurate and reflect the work role being discussed.
1.1.3	made different kinds of contributions	The learner has drawn both from personal research and from personal experience to offer a balanced argument for both advantages and disadvantages of the care worker role. Sometimes the learner has shown empathy for other learner experiences, and sometimes the learner has provided accurate information drawn from research to lend weight to an argument.
1.1.4	- presented information and points of view clearly - used appropriate language	Points made by the learner are well planned and clear. Where points relate to research, the information is accurate and relevant to the current aspect of the discussion. The language used is appropriate to the discussion and reflective of the audience.

Recording and Assessing: You are reminded that assessment must be individual to each candidate, even where more than one candidate is being assessed on their contributions to the same group discussion.

Assessor observation forms are intended to be used for both formative and summative assessment i.e. these sheets can be used for feeding back strengths and weaknesses to candidates who have not met the skills standards, as well as for recording the final assessment of those candidates who have, according to the centre assessor, met the requirements of the coverage and range of the skills standards. These are available to download from the OCR website www.ocr.org.uk.

Only assessor observation sheets and supporting evidence, for candidates who have met the required standards, should be submitted to the Examiner-Moderator.

When completing the assessor observation sheets, you should ensure that they do not merely repeat the requirements of the standards but clearly say how the candidate has met them, or what the candidate has done to convince the assessor that they are competent. For example, the comment, '......took a range of roles in the discussion' is unhelpful and merely repeats words from the standards. However, the comment, '.... asked questions, clarified comments and at times led the discussion', exemplifies what they did to meet the standards.

Any supporting evidence (for example, from the discussion, notes of any preparation) should be kept and should also be presented to the Examiner-Moderator when required. This helps to confirm the centre's decision but does not replace the need for the assessor to complete the observation record forms.

Centres are reminded that there is no requirement for video or audio recordings of any speaking, listening and communication evidence.

Group size and composition: There **must** only be **two** participants in an exchange. It is recommended that in a **group discussion** the number of participants is between **three and five**. It is also recommended that the assessor is not part of the group / discussion. These recommendations are not intended to add hurdles but to ensure that assessors can fully concentrate their efforts on observing candidates and assessing whether they are meeting the requirements of the standards. With more candidates in a group, each will have less opportunity to contribute and the task of assessing more than this number at any one time becomes increasingly difficult, as it does if someone is trying to both assess and contribute to a discussion.

For a group discussion participants can be made up of candidates and others. You do not have to assess everyone taking part in the discussion. Those taking part should be aware of the purpose of the discussion.

The length of time for the assessment of the Speaking, Listening and Communication component is 20 minutes in total and should take place under Controlled Assessment conditions. The discussion must be sufficiently long for the candidates to show they are competent across the skills standard and all aspects of the coverage and range. It is therefore acceptable if the discussion takes longer than indicated, as long as it is no more than double the prescribed time.

Level 2

Centres may select the topic of discussion at level 2 as appropriate to the candidate.

This can either be based on the topics of the Reading and Writing assessments OR a different topic selected by the centre. However, centres are reminded that topics selected must meet the requirements of the level.

As an example, the following approach gives an indication of the type of performance expected in order to meet the requirements of the skills standards for this component:

FS Skills standard	Minimum learner achievement expected for a pass	Expected performance during a discussion for the subject of voluntary work in a care home:
2.1.1	• considered complex information • given relevant, cogent responses • used appropriate language	The learners have prepared for the discussion by looking at the daily work role for a care worker who works in a care home. They have agreed to discuss the merits and drawbacks of such a role and have used case studies of the care worker role to explore the role across different types of care roles. During the discussion, the group explore the case studies by individually identifying the advantages and disadvantages based on their own research. The discussion leads to an exploration of care work as a whole and the variance in experiences, based on the particular role undertaken. The learner being assessed has: • discussed a wide range of advantages and disadvantages of the role and compared this to the various case studies presented during the discussion. The learner has weighed up the merits and drawbacks by reflecting on comments from other group members and given views based on these comments, contributing with personal views where appropriate. • occasionally disagreed with other learners' comments, arguing convincingly based on their own research. The learner has carefully listened to other comments from the group and accepted other views, and offered constructive comments where appropriate.
2.1.3	• adapted contributions to suit audience, purpose and situation	The learner contribution meets the needs of the intended audience during the discussion and reflects the sensitive nature of the topic being discussed.
2.1.4	• made significant contributions • taken on a range of roles • helped move discussion forward	The learner has drawn both from personal research and from personal experience to make a significant extended contribution that effectively discusses both advantages and disadvantages of the care worker role. Sometimes the learner helps to control the direction of the argument by acting as a mediator, and sometimes the learner offers a strong point of view to counteract other comments. Where the discussion falters, the learner has drawn on their own research and experiences to offer another perspective to the care worker role that evokes further discussion within the group.

FS Skills standard	Minimum learner achievement expected for a pass	Expected performance during a discussion for the subject of voluntary work in a care home:
2.1.2	• presented relevant information and ideas clearly • presented, where appropriately, persuasively to others	Based on the discussion detailed above, the learner has prepared a presentation to detail their overall thoughts on the role of a care worker. The presentation is delivered to the group of learners originally involved in the discussion and includes a balanced view on the outcomes from the discussion. During the presentation, the learner has: • introduced the topic and the scope of the discussion, together with a summary of the findings from the research into the case studies of care workers. This information is clear and succinct, whilst still effectively summarising findings. • The presentation offers an effective case for the overall contribution a care worker makes to society, and includes comments from the case studies to emphasise this. The presentation sells the benefits of this role while balancing this with some of the disadvantages.
2.1.3	• adapted their presentation to suit the audience, purpose and situation • used visual aids, if appropriate, to make an effective presentation	The learner has ensured that the style of the presentation is informal and relaxed and suits the group of learners listening. Where questions are asked, the learner responds and ensures that the presentation stays on track to achieve the purpose. Specific advantages are drawn from research to clarify any advantages to the role of a case worker and samples of text are drawn from the case studies and incorporated into visual aids to add weight to the persuasive argument for the importance of the role. The visual aids used are clear and structured in a way that introduces the topic, identifies the various care worker roles and then analyses the merits and drawbacks of each role, before summarising and offering a final view of the advantages of the role.

Recording and Assessing: You are reminded that assessment must be individual to each candidate, even where more than one candidate is being assessed on their contributions to the same group discussion.

Assessor observation sheets are intended to be used for both formative and summative assessment i.e. these sheets can be used for feeding back strengths and weaknesses to candidates who have not met the skills standards, as well as for recording the final assessment of those candidates who have, according to the centre assessor, met the requirements of the coverage and range of the skills standards. These are available to download from the OCR website.

Only assessor observation sheets and supporting evidence, for candidates who have met the required standards, should be submitted to the Examiner-Moderator.

When completing the assessor observation sheets, centres should ensure that they do not merely repeat the requirements of the standards but clearly say how the candidate has met them, or what the candidate has done to convince the assessor that they are competent. For example, the comment, '......took a range of roles in the discussion' is unhelpful and merely repeats words from the standards. However, the comment, '.... asked questions, clarified comments and at times led the discussion', exemplifies what they did to meet the standards.

Any supporting evidence (for example, from the discussion, notes of any preparation or slides for the presentation) should be kept and should also be presented to the Examiner-Moderator when

required. This helps to confirm the centre's decision but does not replace the need for the assessor to complete the observation record forms.

Centres are reminded that there is no requirement for video or audio recordings of any speaking, listening and communication evidence.

Group size and composition: It is recommended that in a **group discussion** the number of participants is between **three and five**. A presentation should be delivered by a **single** person. It is also recommended that the assessor is not part of the group / discussion. These recommendations are not intended to add hurdles but to ensure that assessors can fully concentrate their efforts on observing candidates and assessing whether they are meeting the requirements of the standards. With more candidates in a group, each will have less opportunity to contribute and the task of assessing more than this number at any one time becomes increasingly difficult, as it does if someone is trying to both assess and contribute to a discussion.

For a group discussion participants can be made up of candidates and others. You do not have to assess everyone taking part in the discussion. Those taking part should be aware of the purpose of the discussion.

The length of time for the assessment of the Speaking, Listening and Communication component at level 2 is 30 minutes in total and should take place under Controlled Assessment conditions. It is recommended that:

- the discussion be a minimum of 20 minutes at level 2 but should not be longer than 30 minutes. The discussion must be sufficiently long for the candidates to show they are competent across the skills standard and all aspects of the coverage and range.

- the presentation be a minimum length of 10 minutes but should not be longer than 20 minutes, excluding any question and answer session. The presentation must be sufficiently long for the candidates to show they are competent across the skills standard and all aspects of the coverage and range.

4.11   Task marking

4.11.1 The OCR approach

All internally assessed components will be marked by the centre assessor(s) and moderated by the OCR Examiner-Moderator. External moderation will take the form of postal moderation.

4.11.2 Applying the skills standards

The starting point for marking the tasks is the Assessor Observation Record available on the OCR website www.ocr.org.uk.

4.12   Quality assuring the controls

It is the responsibility of the Head of Centre to ensure that the controls set out in this section of this centre handbook are imposed. We will quality assure this through a system of centre inspection which will include assuring the centre processes and observing some local assessment on a sampling basis. For this reason centres may be asked to notify us of dates and times when candidates are undertaking the tasks which comprise the assessment of the locally assessed components.

4.13   Quality assuring assessment

Each centre is required to provide evidence of its quality assurance process that ensures its assessment decisions are accurate and consistent across all assessors.

Centres must identify an individual who is accountable to OCR for the centre's assessment decisions. This individual will be responsible for:

- maintaining a list of current assessors

- ensuring that the assessment decisions of all current assessors are accurate

- ensuring standardisation of assessment decisions across all assessors

- maintaining records of the outcome of standardisation activities

- regularly sampling the assessment decisions of all assessors and recording the outcome

- recording advice and actions given to assessors in relation to any discrepancies in assessment.

Your centre is required to keep evidence of moderation and records of any decisions/issues for a minimum of one year.

4.14   External moderation

External moderation ensures centres' assessment decisions are accurate and meet the national requirements of this qualification.

OCR Moderators are appointed by us to quality assure centre assessment decisions.

You must send candidates' work and assessment records to the OCR Examiner-Moderator.

You should only submit the appropriate documentation for external moderation. We anticipate that you will wish to create programmes of learning that will generate additional items of evidence. However, we do not require you to submit additional evidence produced by the candidate in the course of an activity.

We require that all Observation Record Forms submitted in support of achievement are signed by the tutor and candidate prior to submission for external moderation.

Tutors must check that each aspect of the skills standard has been successfully met by the candidate before work is signed and submitted for external moderation.

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 external 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 moderator will complete a Centre Feedback Report Form for the batch of submitted assessments. If the centre assessment is inaccurate, the centre will be notified of the necessary amendments to the candidates' achievements, and certification will reflect these amendments.

Moderators are not empowered to enter into direct contact with centres. In no circumstances must centres attempt to contact their 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, see section 9.1.

4.15   Re-sits

There are no limits on the number of times a candidate may re-sit individual assessment components but centres must ensure that candidates undertake a different assessment on each occasion..

4.16   Centre malpractice guidance

It is the responsibility of the Head of Centre[1] to report (in writing) all cases of suspected malpractice involving centre staff or candidates. A JCQ Report of Suspected Malpractice form (JCQ/M1), which is available to download from the JCQ website, should be completed and emailed to malpractice@ocr.org.uk.

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

Further information is contained in the publication: *OCR Malpractice Procedures - A Guide for Centres* and the JCQ publication: *General and Vocational Qualifications – Suspected Malpractice in Examinations and Assessments* which is available from www.jcq.org.uk.

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[1] The Head of Centre is defined as the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, e.g. 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

5   Support

5.1   Free resources

The following materials are available on our website:

- This centre handbook

- Sample assessment materials

- Interactive exemplar material

- Past papers

- Teacher resource activity bank

- Level 1 Functional Skills English underpinning skills support material for learners

- Level 2 Functional Skills English underpinning skills support material for learners.

5.2   Professional Development Programme

We are constantly looking for ways in which we can improve the support we offer to tutors and to make our professional development programme more accessible and convenient to all.

To find out more about our Professional Development Programme, please visit our CPD hub at https://www.cpdhub.ocr.org.uk/.

5.3   Documents referred to in this handbook

Our publications

Admin guide: Functional Skills

Making entries for Functional Skills via Interchange

Making online claims for Functional Skills qualifications

e-testing information and guide

Instructions for Conducting OCR Functional Skills and Cambridge Progression qualifications

English speaking, listening and communication assessment guidance

JCQ publications at http://www.jcq.org.uk

Access Arrangements, Reasonable Adjustments and Special Consideration

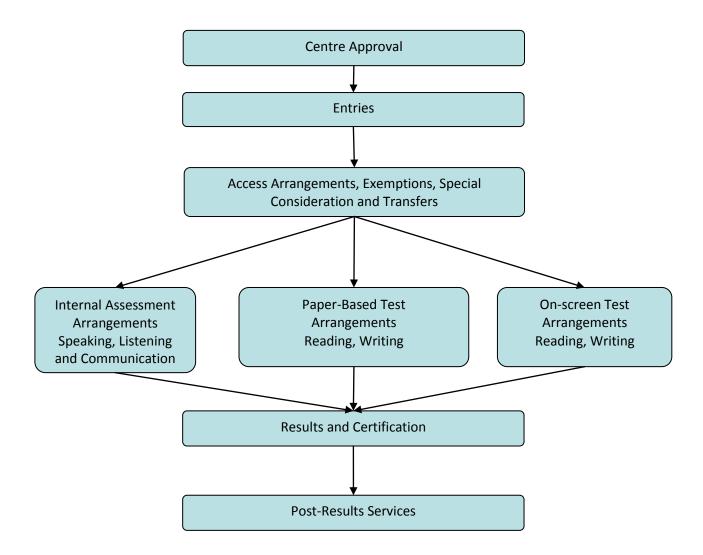*Suspected Malpractice in Examinations and Assessments*

Ofqual regulatory documents at http://ofqual.gov.uk/how-we-regulate/regulatory-documents/.

6 Administration

6.1 Overview of full process

The flow chart below provides a brief summary of the administration process for these qualifications.
For detailed information refer to our *Admin guide: Functional Skills*

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                    ┌─────────────────────────────┐
                    │       Centre Approval       │
                    └─────────────────────────────┘
                                  │
                    ┌─────────────────────────────┐
                    │           Entries           │
                    └─────────────────────────────┘
                                  │
           ┌────────────────────────────────────────────┐
           │  Access Arrangements, Exemptions, Special  │
           │       Consideration and Transfers          │
           └────────────────────────────────────────────┘
```

| Internal Assessment Arrangements Speaking, Listening and Communication | Paper-Based Test Arrangements Reading, Writing | On-screen Test Arrangements Reading, Writing |

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                    ┌─────────────────────────────┐
                    │   Results and Certification  │
                    └─────────────────────────────┘
                                  │
                    ┌─────────────────────────────┐
                    │    Post-Results Services    │
                    └─────────────────────────────┘
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6.2 How to apply for centre approval

Your centre can either complete and submit the electronic Centre Approval Form available on our website or download the form and return the paper version to OCR Operations.

If you have any queries about centre approval contact our Customer Contact Centre on 024 7685 1509.

6.3 Making entries

For Functional Skills qualifications, you make unit entries only.

Centres must have been approved to offer these qualifications in order to make entries. We recommend your centre applies to become an approved centre well in advance of making your first entries.

There are two main routes for making entries:

- **Named entry** – This is where you provide specific candidate information (e.g. name and date of birth) for each qualification. In general this is our preferred entry route.

- **Unnamed entry** – This allows you to order a number of units in bulk without specifying who will be taking them. Although this increases the flexibility of the administration, it may increase the administrative burden later in the process.

Entries must be made via Interchange - our secure extranet facility. For full details of the process you should read this document in conjunction with the *Admin Guide: Functional Skills* and the Interchange step- by-step guide for Making entries for functional skills qualifications via Interchange.

6.4 Unique Learner Numbers (ULN) and the Personal Learning Record (PLR)

Ofqual require Awarding Bodies to capture the Unique Learner Number (ULN) for all candidates who have claimed certification for any of these qualifications. It is also a condition of funding that all candidates that claim certification for publically funded qualifications must have a valid ULN.

The Personal Learning Record (PLR) is a permanent, online record of a candidate's qualifications and achievements and supports Credit Accumulation and Transfer (CAT). Each unit and qualification in the Qualifications and Credit Framework (QCF) has a credit value. The PLR enables learners to accumulate a record of their achievements within one place and supports the transfer of credit for these units between learning providers and awarding bodies, therefore supporting learners to gain full qualifications.

Learners over the age of 14 in UK education or training can access the PLR using their ULN. Learners keep the same ULN to access their PLR throughout their lives and whatever their level of learning.

Where a candidate has a ULN, you must enter their ten digit number in the ULN field when making entries via Interchange. 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 PLR.

Further information about this can be found in the *Admin guide: Functional Skills* and at the Learner Records Service.

6.5 How to make certificate claims

All claims should be carried out via Interchange. For full details of the process see our step by step guide Making online claims for functional skills qualifications via Interchange.

7 Certification

These are single unit qualifications. Candidates who achieve a pass for the unit will be awarded the appropriate certificate, giving the full qualification title.

OCR Functional Skills qualification in English at level 1

OR

OCR Functional Skills qualification in English at level 2

7.1 Claiming certificates

Certificates will be issued directly to your centre for successful candidates. In order to ensure that these are automatically issued, you must ensure that the OCR candidate number is **always** used where a candidate has already achieved one or more units. See the *Admin Guide: Functional Skills* for full details.

For details on how to make online claims see the step-by-step guide; Making online claims for functional skills qualifications.

7.2 Replacement certificates

For details on replacement certificates see the *Admin guide: Functional Skills*

8   Other information

8.1   Avoidance of bias

We have taken great care in the preparation of these qualifications to avoid bias of any kind. Special focus is given to the nine strands of the Equality Act with the aim of ensuring both direct and indirect discrimination is avoided.

8.2   Regulatory requirements

These qualifications comply with Ofqual's *General [Conditions of Recognition, Criteria for Functional Skills Qualifications and Functional Skills subject criteria.](#)*

8.3   Language

These qualifications and any associated assessment materials are in English only. Only answers provided in English will be assessed.

8.4   Mode of delivery

You are free to deliver these qualifications using any mode of delivery that meets the needs of your candidates. Whatever mode of delivery is used, you must ensure that candidates have appropriate access to the resources identified in this handbook and units.

You should consider the candidate's complete learning experience when designing learning programmes. This is particularly important where candidates are studying part time alongside work commitments as they may bring with them a wealth of experience that should be utilised to maximum effect by your staff.

We do not specify the mode of study or a time limit for the achievement of these qualifications other than the last entry/last certification dates. We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our *[last entry/certification notification](#)*.

8.5   Centre resources and requirements

We strongly advises that teaching and development of subject content and associated skills be referenced to real life situations, to ensure that candidates are operating functionally within different contexts. The practical skills prescribed in the Functional Skills criteria should form the basis of the individualised learner programme.

Your centre must provide appropriate assessment facilities for candidates that comply with our regulations stated in the *Admin Guide: Functional Skills* and our *Instructions for Conducting OCR Functional Skills and Cambridge Progression Qualification Examinations* which is available to download from our website

Sample assessment material for the OCR Functional Skills qualification in English at level 1 and 2 is available to download from our website www.ocr.org.uk. Centres can use these sample assessments as practice papers to prepare candidates for the final assessment.

The sample assessment materials for the Functional Skills qualification in English at level 1 and 2 include the assessment task, resource booklet and mark scheme.

8.6   Delivery in Wales and Northern Ireland

This qualification has only been approved by Ofqual for delivery in England.

Centres in Wales or Northern Ireland should contact the regulators for Wales or Northern Ireland (CCEA) for information regarding delivery of Functional Skills qualification.

8.7   Arrangements for learners with access-related needs

In line with the guidance provided by Ofqual for Functional Skills, learners can have access to all forms of equipment and software that constitute their normal way of working. However, these must not affect the reliability or validity of assessment outcomes or give the learner an assessment advantage over other learners undertaking the same or similar assessments.

Centres must apply to OCR Special Requirements team for access arrangements using a JCQ Form 8. (It is presently not possible to submit applications for access arrangements for Functional Skills using *Access Arrangements Online.*)

For modified papers, for the Reading and Writing components, you must apply to OCR using a JCQ Form 7 in accordance with the deadlines published in the JCQ publication *Access Arrangements, Reasonable Adjustments and Special Consideration*.

Reading

Reading within Functional Skills qualifications is defined as the independent decoding and understanding of written language and text in a purposeful context.

"Text" is defined as materials that include the use of words that are written, printed, on screen or presented using Braille.

As a reasonable adjustment, candidates who are classed as disabled under the terms of the Disability Discrimination Act (DDA), and use assistive technology as their normal way of reading,

can demonstrate that they are able to independently meet the requirements of the reading standards through use of screen reader software.

A human reader cannot be used to demonstrate the requirements of the standards as this does not meet the requirement for independence.

Writing

Writing within Functional Skills qualifications is defined as the independent construction of written text to communicate in a purposeful context.

"Text" is defined as materials that include the use of words that are written, printed, on screen or presented using Braille and which are presented in a way that is accessible for the intended audience.

As a reasonable adjustment, candidates who are disabled under the terms of the Disability Discrimination Act (DDA) and who use assistive technology as their normal way of producing written texts can demonstrate that they are able to independently meet the requirements of the writing standards through use of a computer and appropriate software.

A human scribe cannot be used to demonstrate the requirements of the standards as this does not meet the requirement for independence.

Speaking, Listening and Communication

Speaking, listening and communication within Functional Skills qualifications are defined as non-written communication, normally conducted face-to-face.

In exceptional circumstances, assessment may take place remotely, provided that the medium through which remote assessment takes place:

- does not create barriers to achievement and success

- enables candidates to demonstrate achievement against the full range of standards using the full range of permitted strategies.

The term 'speaking, listening and communication', as used by these standards, is intended to be interpreted in a broadly inclusive way and is not intended to create any unnecessary barriers to candidates with speech or hearing impairment.

The needs of individual candidates will vary but, as guidance, the term should be interpreted as meaning communication, discussion and presentation that:

- can include use of sign language (e.g. British Sign Language, sign-supported English) provided this is made accessible to all participants in the discussion. (It is recognised that BSL is a language in its own right and not a form of English. BSL is, however, permitted as an alternative to English for the assessment of speaking, listening and communication where BSL is the candidate's normal way of communicating in the contexts described by the standards). No other languages are permitted as alternatives to English

- can include access to augmentative speech equipment and such software as constitutes the candidate's normal way of working

- does not depend solely on the use of written language or require the individual/s with whom the candidate is communicating to be able to read (as these skills are covered by the requirements for reading and writing).

The access arrangements permissible for use in this qualification are as follows:

Access arrangements	Yes/No	Type of assessment
Reader	Yes	For speaking, listening and Communication (SLC) in instructions only. For Reading, no human reader is allowed although assistive reader technology can be used. For Writing, a human reader can read the assessment instructions only.
Scribe	Yes	For Speaking, Listening and Communication, for recording outcomes of discussions and presentations only. For recording candidate responses to Reading tasks only. Not for Writing, although candidates can use assistive technology as their normal way of producing written texts can meet the requirements of the assessment through use of a computer and appropriate software.
PC	Yes	For SLC, can include access to augmentative speech equipment and such software as constitutes the candidate's normal way of working. For Reading, candidates who can use assistive technology as their normal way of reading, can use screen reader software. Candidates who use assistive technology as their normal way of producing written texts can meet the requirements of the assessment through the use of a computer and appropriate software.
Transcripts	No	
Communicator/signer	Yes	For SLC, can include use of sign language (e.g. British Sign Language, sign-supported English) provided this is made accessible to all participants in the discussion, where BSL is the candidate's normal way of communicating in the contexts described by the standards. No other languages are permitted as alternatives to English. However, augmentative speech equipment and such software as constitutes the candidate's normal way of working can be also used. Not for Reading and Writing.
Supervised rest break	Yes	
Modified question papers (including Braille)	Yes	
Extra time	Yes	
Dictionaries/bilingual dictionaries	Yes	
External Device to load personal settings	Yes	Permitted as a reasonable adjustment provided this does not compromise the assessment or give the candidate any advantage not available to other candidates

8.8 Wider issues

There are no requirements to address wider issues through Functional Skills qualifications. Tutors may have opportunities to address wider issues (e.g. spiritual, moral, ethical, social and cultural) through your choice of teaching or source materials.

9 Contacting us

9.1 Enquiries

For enquiries about any of our vocational qualifications, please contact the Customer Contact Centre on:

Telephone: 024 76 851509
Fax: 024 76 421944
Email: vocational.qualifications@ocr.org.uk

Alternatively, you could visit our website at www.ocr.org.uk for further information about our qualifications.

9.2 Customer feedback

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

Functional Skills English
Qualifications Manager
Progress House
Westwood Way
Coventry
CV4 8JQ

9.3 Complaints

All complaints will be handled sensitively and speedily and used to inform how we can improve our service to customers.

If you are not satisfied with a product or service we have provided please follow the process set out in our complaints policy.

You can contact us:

by post – write to:
OCR Director of Standards
1 Hills Road
Cambridge
CB1 2EU

by email – send your email to complaints@ocr.org.uk

by phone/fax contact our Customer Contact Centre on:
Telephone: 024 76 851509
Fax: 024 76 421944