



## **Qualification Guide**

### OCNLR Entry Level Qualifications in Personal Progress (QCF)



## OCN London Qualification Guide

OCNLR Entry Level Award in Personal Progress (Entry 1) (QCF)  
Qualification No: 600/8271/9

OCNLR Entry Level Certificate in Personal Progress (Entry 1) (QCF)  
Qualification No: 600/8270/7

OCNLR Entry Level Diploma in Personal Progress (Entry 1) (QCF)  
Qualification No: 600/8267/7

OCN London aims to support learning and widening opportunities by recognising achievement through credit based courses and qualifications, promoting high standards of excellence and inclusiveness.

We are proud of our long-term role and unique history in providing responsive, innovative learning solutions and qualifications for disadvantaged groups to meet the needs of learners not met by other Awarding Organisations.

At the heart of what OCN London offers is:

- A commitment to inclusive credit-based learning;
- Facilitating the creative use of credit with responsive, demand-led qualification development;
- Ensuring a robust business base through increasing learner registration/credit achievement and providing high quality service and support;
- Respect for and encouragement of diversity - in learners and learning approaches, partners and settings;
- Developing people, capacity and resources that will ensure effective business partnerships.

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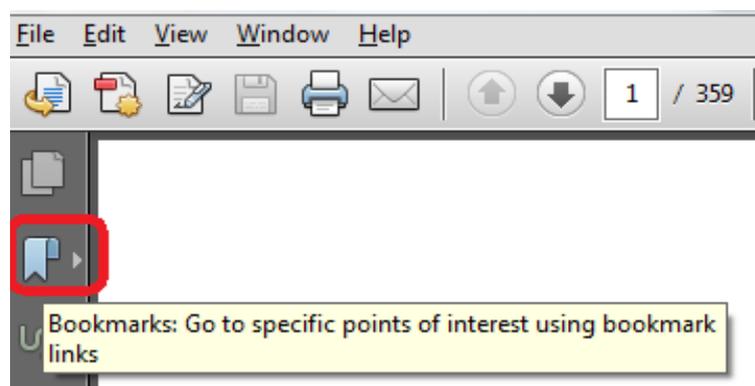
## 1 General Information

This qualification guide contains details of everything you need to know about the **OCNLR Entry Level Personal Progress Qualifications**. It makes reference to the curriculum areas covered, identifies the learners for whom the qualification has been developed and specifies the rules of combination for achievement of the qualification. The guide also covers any important aspects of assessment and verification that are particular to this qualification. The guide should be used by all of those involved in the delivery and assessment of these qualifications.

The Curriculum Development Manager (CDM) for your centre will provide support and advice on how to seek approval to offer these qualifications. Please contact the main switchboard for the name of your CDM if you do not already know it. If you are not yet an OCN London recognised centre but wish to use this Qualification, then please contact the Administrative team at OCN London for details of the centre recognition application process.

### Helpful Hint for this Guide

The contents of this guide are bookmarked. The best way to use it is to download the PDF file then click on the \***Adobe** symbol to enable bookmarks and use them to navigate through the document:



Follow this link to enable bookmarks in [Adobe Reader](#)



## 2 Qualification Overview

A great deal of commendable work, with learners at and below Entry 1 is undertaken in schools, FE and adult education colleges, residential centres as well as by training organisations including a range of independent providers operating in community based learning environments. A great deal of this work historically has not been accredited although much of it is recognised as being pioneering and innovative.

These wide ranging qualifications were designed to mirror the best of this practise affording providers the flexibility to either select single units so learners build up credit over time or put together a personalised programme that reflects the needs of their learners.

The **OCNLR Entry Level Personal Progress Qualifications** cover areas in communication such as reading, writing and mathematics, development of independent living skills and workplace skills and recognises learner achievement in engaging with the world around them. The qualifications are designed to validate and value the learning that takes place at pre entry and entry levels by accreditation from the QCF. Learners engaged in their first steps of learning will be better able to access relevant educational opportunities and receive external recognition of their progress.

The Entry 1 level of the QCF is “inclusive” which means that that it includes what was previously termed ‘pre-entry’ as it has no lower limit. This inclusivity is incorporated into the design and assessment of the current qualifications.

### 2.1 Qualification level

The **OCNLR Award in Personal Progress** can be achieved at **Entry 1**.

- Qualification Number: 600/8271/9
- Qualification credit value:8
- Operational start date: 1 April 2013
- Review date: 31 August 2017
- Guided Learning Hours (GLH): 80
- Assessment requirements: Internally assessed using the 10 point continuum. Internally and externally verified.

The **OCNLR Certificate in Personal Progress** can be achieved at **Entry1**.

- Qualification Number: 600/8270/7
- Qualification credit value:14
- Operational start date: 1 April 2013
- Review date: 31 August 2017
- Guided Learning Hours (GLH): 140

Assessment requirements: Internally Assessed using the 10 point continuum. Internally and externally verified.

The **OCNLR Diploma in Personal Progress** can be achieved at **Entry1**.

- Qualification Number: 600/8267/7
- Qualification credit value:37
- Operational start date: 1 April 2013
- Review date: 31 August 2017
- Guided Learning Hours (GLH): 370
- Assessment requirements: Internally assessed using the 10 point continuum. Internally and externally verified.

## 2.2 Purpose of the qualifications

The purpose of these qualifications is to recognise personal growth and engagement in learning, development of skills for life and the development of knowledge and/or skills to operate independently and effectively in life learning and work. The Personal Progress qualifications are a useful means of motivating learners to achieve and progress both laterally, through accumulation of credits from selection of units on a personalised programme, or by moving on to a higher level qualification.

## 2.3 Who the qualifications are for

These qualifications have been designed for a wide of range learners working at or below Entry 1. They can be used equally effectively with those at school as with adults who have particular learning needs and who may not previously have had opportunity for their learning to be formally accredited.

## 2.4 Entry guidance

The minimum age for access to the qualification is 14 years. There are no entry requirements.

## 2.5 Additional information

A set of descriptors of the different levels of achievement within Entry 1 accompanies the units. It is known as the achievement continuum and ranges from the stage of encountering experiences to the application of basic skills, knowledge and understanding. Learner achievement is reported against this achievement continuum.

## 2.6 Progression and related qualifications

This qualification can help learners achieve a greater degree of independence. After completing the Award a learner could use the credits gained towards a Certificate or Diploma. Another option would be to gain a new qualification from the suite of OCNLR Entry Level Independent Living Qualifications E1/E2/E3 (QCF).

### 3 Structure of the Qualifications

#### 3.1 Rules of Combination for achieving the qualifications

The **OCNLR Entry Level Qualifications in Personal Progress** do not have any mandatory units. In order to gain the **Award** the learner must achieve 8 credits. To gain the **Certificate** the learner must achieve 14 credits and to gain the **Diploma** they must achieve 37 credits.

#### 3.2 Qualification units

Unit title	OCNLR Unit code	Ofqual unit reference number	Level	Credit Value
Dealing with Problems	HB1/E1/LQ/020	<a href="#">Y/502/4159</a>	E1	4
Developing Communication Skills	HD2/E1/LQ/002	<a href="#">F/502/4317</a>	E1	3
Developing Community Participation Skills: Getting Out and About	HD6/E1/LQ/024	<a href="#">F/502/4169</a>	E1	5
Developing ICT Skills	HD6/E1/LQ/025	<a href="#">Y/502/4324</a>	E1	4
Developing Independent Living Skills: Being Healthy	HD6/E1/LQ/026	<a href="#">A/502/4168</a>	E1	2
Developing Independent Living Skills: Having Your Say	HD6/E1/LQ/027	<a href="#">H/502/4164</a>	E1	3
Developing Independent Living Skills: Keeping Safe	HD6/E1/LQ/028	<a href="#">K/502/4165</a>	E1	2
Developing Independent Living Skills: Looking After Your Own Home	HD6/E1/LQ/029	<a href="#">M/502/4166</a>	E1	2
Developing Learning Skills: Learning to Learn	HB1/E1/LQ/021	<a href="#">A/502/4154</a>	E1	5
Developing Reading Skills	HD3/E1/LQ/003	<a href="#">F/502/4320</a>	E1	3
Developing Self Awareness: All About Me	HB1/E1/LQ/022	<a href="#">Y/502/4422</a>	E1	3
Developing Skills for the Workplace: Following Instructions	HD6/E1/LQ/030	<a href="#">R/502/4449</a>	E1	2
Developing Skills for the Workplace: Getting Things Done	HD4/E1/LQ/007	<a href="#">J/502/4450</a>	E1	4
Developing Skills for the Workplace: Health and Safety	HD6/E1/LQ/031	<a href="#">L/502/4451</a>	E1	2
Developing Skills for the Workplace: Looking and Acting the Part	HB6/E1/LQ/005	<a href="#">R/502/4452</a>	E1	2
Developing Writing Skills	HD3/E1/LQ/004	<a href="#">R/502/4323</a>	E1	3
Early Mathematics: Developing Number Skills	HD4/E1/LQ/008	<a href="#">D/502/4325</a>	E1	2
Early Mathematics: Measure	HD4/E1/LQ/009	<a href="#">M/502/4331</a>	E1	2
Early Mathematics: Position	HD4/E1/LQ/010	<a href="#">K/502/4327</a>	E1	2

Early Mathematics: Sequencing and Sorting	HD4/E1/LQ/011	<a href="#">T/502/4332</a>	E1	3
Early Mathematics: Shape	HD4/E1/LQ/012	<a href="#">T/502/4329</a>	E1	2
Encountering Experiences: Being a Part of Things	HB1/E1/LQ/023	<a href="#">R/502/4161</a>	E1	3
Engaging with the World Around You: Events	HB1/E1/LQ/024	<a href="#">T/502/4203</a>	E1	3
Engaging with the World Around You: Objects	HB1/E1/LQ/025	<a href="#">F/502/4205</a>	E1	3
Engaging with the World Around You: People	HB1/E1/LQ/026	<a href="#">R/502/4175</a>	E1	3
Getting on with Other People	HB7/E1/LQ/003	<a href="#">L/502/4160</a>	E1	4
Rights and Responsibilities: Everybody Matters	HB1/E1/LQ/027	<a href="#">K/502/4439</a>	E1	3
Travel within the Community: Going Places	HD6/E1/LQ/032	<a href="#">A/502/4171</a>	E1	3
Understanding What Money is Used For	HD4/E1/LQ/013	<a href="#">D/600/0438</a>	E1	3
Using Local Health Services	HD6/E1/LQ/033	<a href="#">F/502/4172</a>	E1	2

*For unit content please click on the Ofqual unit reference number.*

## 4 Assessment and verification

### 4.1 Assessment process

The assessment process for the **OCNLR Entry Level Qualifications in Personal Progress** is both different and specific. The units are learner-referenced. This means that the learner and provider together can choose what sort of evidence will be relevant for them to produce, taking into account the individual learner's particular needs. They can also decide the level within the broad range of Entry 1 at which to have the learner's achievements recognised. This is particularly important for a level that spans what we currently call 'pre-Entry' as well as the existing Entry 1.

- The learners are assessed through activities that are internally set by tutor assessors;
- The activities must be designed to enable learners to meet the assessment criteria of the unit;
- Learners' portfolios of assessed evidence must be internally verified at the centre;
- The portfolios of assessed evidence will be externally verified by an OCN London Quality Reviewer.
- The achievement continuum (see appendix 1) is the key tool for assessment of this qualification and should be used to identify a learner's starting point.
- A learner can achieve different learning outcomes/assessment criteria at a different stage on the continuum within the same unit.
- Entry 1 in the QCF spans a wide range of achievement from 'encounter' experiences to understanding, acquisition of knowledge and application of basic skills to familiar experiences.

There is no additional external assessment for this qualification.

### 4.2 Assessment Evidence

Each unit within this qualification contains additional information suggesting a range of possible ways of demonstrating that the assessment criteria in the unit have been met.

This information is for guidance only and is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria. These responses in turn will be embedded in a variety of contexts/learning opportunities. The degree of achievement is most likely to relate to the 'development to application' stages on the achievement continuum.

The examples provided are just that. Learners may demonstrate their ability to meet the criteria in many other ways. Learners are certainly not expected to undertake all these activities in order to meet the assessment criteria.

### 4.3 Devising assessments

Each unit has a supplementary page with information on the types of assessment activities that can (indicated as Optional) and/or must (indicated as Prescribed) be used to assess learners against the unit. Tutor assessors must always refer to this page before devising assessment tasks.

Extracts from the OCN London assessment guidance relevant to the units in this qualification are in Appendix C of this qualification guide. The guidance includes a general description of the activity and the type of evidence that is appropriate. The activity or activities set must enable the learners to meet the standards detailed in the assessment criteria. Please contact OCN London for further guidance on devising appropriate assessments.

Centre devised assessments should be scrutinised by the Internal Verifier before use to ensure that they are fit for purpose. Centre devised assessments will be scrutinised by the external verifier to ensure reliability and validity of assessment.

### 4.4 Marking assessment activities

- A unit assessment transcript must be used to record learner achievement against the 10 stage continuum which describes the degree of knowledge or skills the learner has attained in relation to the learning outcomes for a unit. (See Appendix A for Achievement continuum Stage Characteristics/Descriptors)
- Under each Assessment Criterion the assessor should enter a

brief description in relation to that criterion using as far as possible the terminology of the achievement continuum to reflect what a learner has achieved.

- This brief summative statement will be the record of the point on the continuum for which the unit credit is being sought.
- Where a learner moves higher up along a continuum providers should complete a new transcript to evidence that new learning has taken place. However, each unit will only be certificated once.

Providers are advised to attach the unit transcript to the certificate. This is because each unit/learning outcome/assessment can be achieved at a different point along the continuum. The transcript will briefly describe the learner's achievements and indicate the stage that best describes the level achieved by the learner.

#### 4.5 Standardisation

Standardisation is a process that promotes consistency in the understanding and application of standards, it:

- Establishes statements on the standard of evidence required to meet assessment criteria for units in OCN London qualifications;
- Identifies good practice in assessment;
- Makes recommendations on assessment practice.

It is a requirement of the Centre Recognition process that each centre offering the units from the qualification must contribute assessment materials and learners' evidence for standardisation if requested.

OCN London will notify centres of the required sample for standardisation purposes and assessment materials, learners' evidence and tutor feedback may be collected by Quality Reviewers. Outcomes from standardisation will be made available to centres.

#### 4.6 Learners with particular requirements

If you have learners with particular requirements you should refer to the 'Access to Fair Assessment Policy and Procedure' which can be found at: [Access to Fair Assessment Policy and Procedure](#) and gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty, without compromising the achievement of the assessment criteria.

#### 4.7 Requirements for assessors

Assessors should be sufficiently qualified and have expertise in working with people with learning difficulties.

## Appendix A Achievement Continuum

Developmental Stage	Stage Characteristics	Stage Descriptor
1. Encounter	Characterised by presence and reflex responses.	<ul style="list-style-type: none"> <li>• Learners are present during an activity or experience.</li> <li>• Any participation is fully prompted by facilitators.</li> <li>• Learners may remain passive or they may resist.</li> <li>• For some learners, being able to tolerate a shared activity may, in itself, be significant.</li> <li>• Learners may show simple, reflex responses to encounters but it will be difficult to tell if any learning has occurred.</li> </ul>
2. Early Awareness	Characterised by fleeting attention and inconsistent responses.	<ul style="list-style-type: none"> <li>• Learners begin to show that they are aware of activities and experiences. They may notice, fleetingly focus on or attend briefly to an object, event or another person.</li> <li>• Learners may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects.</li> <li>• They may begin to respond, although not consistently, to what is happening.</li> </ul>
3. Interest	Characterised by more consistent and differentiated reactions.	<ul style="list-style-type: none"> <li>• Learners begin to show interest in people, events and objects.</li> <li>• They respond more consistently to familiar people, events and objects.</li> <li>• Learners begin to give reactions that show that they can tell the difference between specific people, objects, places and events in their surroundings.</li> </ul>
4. Supported Participation	Characterised by co-operation and engagement.	<ul style="list-style-type: none"> <li>• Learners accept supported participation.</li> <li>• They co-operate with shared exploration.</li> <li>• Learners engage in activities.</li> <li>• They participate in shared activity, although their responses may be supported by staff or other learners.</li> </ul>
5. Active Involvement	Characterised by recognition, anticipation and proactive responses.	<ul style="list-style-type: none"> <li>• Learners begin to be proactive in their interactions.</li> <li>• They may actively strive to reach out, join in or comment in some way on the activity itself or on the actions of responses of other people.</li> <li>• Learners recognise familiar people, events and objects.</li> <li>• They may acknowledge familiar sequences of events and communicate consistent preferences and affective responses.</li> </ul>

6. Development	Characterised by remembered responses and intentional communication.	<ul style="list-style-type: none"> <li>• Learners begin to develop and refine actions and reactions, often by trial and improvement.</li> <li>• They remember responses over short periods of time.</li> <li>• Learners begin to communicate intentionally. They seek attention through eye contact, gesture or action.</li> <li>• They request events or activities.</li> </ul>
7. Exploration	Characterised by concentration, recall and observation.	<ul style="list-style-type: none"> <li>• Learners begin to explore materials in increasingly complex ways.</li> <li>• They concentrate for longer periods and participate in shared activities with less support.</li> <li>• Learners remember responses over more extended periods.</li> <li>• They observe the results of their actions with interest.</li> </ul>
8. Initiation	Characterised by established responses and conventional communication.	<ul style="list-style-type: none"> <li>• Learners begin to initiate activities.</li> <li>• They may respond to options and choices with actions or gestures.</li> <li>• They greet known people and use emerging conventional communication.</li> <li>• Learners maintain established responses over increasing periods of time and anticipate more and more known events.</li> <li>• They actively explore objects and events for more extended periods.</li> </ul>
9. Consolidation	Characterised by the formation of skills, knowledge, concepts and understandings.	<ul style="list-style-type: none"> <li>• Learners gain, strengthen or make general use of skills, knowledge, concepts or understandings that relate to their experience of the world around them.</li> <li>• They are aware of cause and effect and know that certain actions produce predictable results.</li> <li>• Learners apply potential solutions systematically to problems.</li> <li>• They use single words, gestures, signs or symbols to identify or request familiar objects or to communicate about events and express their feelings.</li> </ul>

10. Application	Characterised by the formation of skills, knowledge, concepts and understandings.	<ul style="list-style-type: none"><li>• Learners apply their skills, knowledge and understanding to a range of familiar experiences.</li><li>• They carry out simple tasks in familiar settings and are able to engage in familiar, straightforward routines, anticipating some of the stages.</li><li>• They are aware of cause and effect and are able to anticipate the effects of a range of familiar actions.</li><li>• They can review activities, identifying what they enjoy and what they don't.</li><li>• They are able to access appropriate sources of help when carrying out routine activities.</li><li>• Learners can apply knowledge or skills used in one familiar activity to another familiar activity, using this ability to solve simple problems.</li><li>• Learners can speak or otherwise communicate in simple exchanges and discussions, make requests, ask questions and make statements.</li><li>• They can listen and respond to requests and follow single-step instructions.</li></ul>
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## Appendix B Achievement Continuum Grid: Suggested points on Achievement Continuum for Personal Progress Unit

Unit Title	Encounter	Early Awareness	Interest	Support Participation	Active Involve	Development	Exploration	Initiation	Consolidation	Application
Developing Communication Skills						X	X	X	X	X
Developing Reading Skills						X	X	X	X	X
Developing Writing Skills						X	X	X	X	X
Developing ICT Skills						X	X	X	X	X
Early Mathematics: Developing Number Skills						X	X	X	X	
Early Mathematics: Position						X	X	X	X	X
Early Mathematics: Shape						X	X	X	X	
Early Mathematics: Measure						X	X	X	X	
Early Mathematics: Sequencing and Sorting						X	X	X	X	X
Developing Independent Living Skills: Having Your Say			X	X	X	X	X	X	X	X
Developing Independent Living Skills: Keeping Safe				X	X	X	X	X	X	X
Developing Independent Living Skills: Looking After Your Own Home				X	X	X	X	X	X	X
Developing Independent Living Skills: Being Healthy			X	X	X	X	X	X	X	X
Developing Skills for the Workplace: Getting Things Done				X	X	X	X	X	X	X
Developing Skills for the Workplace: Following Instructions				X	X	X	X	X	X	X
Developing Skills for the Workplace: Health and Safety				X	X	X	X	X	X	X
Developing Skills for the Workplace: Looking and Acting the Part				X	X	X	X	X	X	X
Developing Community Participation Skills: Getting Out and About				X	X	X	X	X	X	X
Travel Within the Community: Going Places				X	X	X	X	X	X	X
Using Local Health Services				X	X	X	X	X	X	X
Developing Learning Skills: Learning to Learn				X	X	X	X	X	X	X
Dealing with Problems			X	X	X	X	X	X	X	X
Getting on with Other People		X	X	X	X	X	X	X	X	X
Developing Self Awareness: All About Me		X	X	X	X	X	X	X	X	X
Rights and Responsibilities: Everybody Matters					X	X	X	X	X	X
Encountering Experiences: Being a Part of Things	X									
Engaging with the World Around You: People		X	X	X	X					
Engaging with the World Around You: Events		X	X	X	X					
Engaging with the World Around You: Objects		X	X	X	X					
Understanding what Money is Used For						X	X	X	X	X

## Appendix C OCNLR Assessment Guidance

### Group discussion

Discussion of a topic or situation selected by the tutor or by learners, to enable learners to share knowledge and thoughts and to assess their learning.

#### Entry Level

<b>Activity</b>	Discussions should be simple with subjects that are familiar to the learner. The discussion should be short, structured and supervised.
<b>Assessed by</b>	Assessed through tutor, one to one tutorial discussion and self-assessment.
<b>Evidence</b>	Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio-visual record and learner log.

### Oral question and answer

Specific, open or closed questions for immediate response. Can range from quite formal questions in, for example, an oral test, to a quick, fun way of finding out where learners are up to, for example, a quiz. Allows responses and questions from learners and immediate feedback from tutor.

#### Entry Level

<b>Activity</b>	Process should be informal and non-threatening and questions should cover a narrow range of areas. Learners should be supported in answering and given a number of opportunities to respond.
<b>Assessed by</b>	Assessed by tutor.
<b>Evidence</b>	Evidence could include tutor/record notes and or audio-visual record.

**Performance/exhibition**

A performance or exhibition of music or drama with an audience, or a rehearsal or learner demonstration for individuals or groups.

**Entry Level**

<b>Activity</b>	The performance /exhibition should be simple, informal and supervised.
<b>Assessed by</b>	Assessed through peer assessment, self-assessment and/or tutor observation.
<b>Evidence</b>	Evidence could include tutor record, notes, plans, audio-visual/photographic record of performance / exhibition, peer records, learner log and summary of feedback.

**Practical demonstration**

A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge.

**Entry Level**

<b>Activity</b>	Practical demonstrations should be simple with situations that the learner is familiar with. They should be short, structured and supervised.
<b>Assessed by</b>	Assessed through tutor /peer observation, one to one tutorial, discussion and self-assessment.
<b>Evidence</b>	Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio-visual/photographic record and learner log.

**Role play/simulation**

Use of a situation selected by the tutor or by learners, to enable learners to practice and apply skills and to explore attitudes.

**Entry Level**

<b>Activity</b>	Role-plays should be simple with scenarios that are familiar to the learner. Role-plays should be short, structured and supervised.
<b>Assessed by</b>	Assessed through, tutor /peer observation, one to one tutorial, discussion and self-assessment.
<b>Evidence</b>	Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio-visual/photographic record or learner log.

**Written description**

Consideration of a particular subject, situation or example selected by the tutor or by learners, which enables learners to apply knowledge to specific situations and to present them in written format.

**Entry Level**

<b>Activity</b>	Subjects should be simple and familiar to learner. Written work should be short, structured and supervised.
<b>Assessed by</b>	Assessed through tutor assessment and discussion.
<b>Evidence</b>	Evidence could include tutor record of observation and feedback, summary of discussion or completed work.

## Appendix D QCF Descriptors

Summary Entry Level	Knowledge and understanding	Application and action	Autonomy and accountability
<p>Achievement at <b>Entry Level</b> reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks.</p> <p>It includes responsibility for completing tasks and procedures subject to direction or guidance.</p>	<p>Use knowledge of facts, procedures and ideas to complete well-defined, routine tasks.</p> <p>Be aware of information relevant to the area of study or work.</p>	<p>Complete well-defined routine tasks.</p> <p>Use relevant skills and procedures.</p> <p>Select and use relevant information.</p> <p>Identify whether actions have been effective.</p>	<p>Take responsibility for completing tasks and procedures subject to direction or guidance as needed</p>



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