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Qualification Guide

OCNLR Entry Level Qualifications in Progression

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Making learning matter.

OCN London Qualification Guide

OCNLR Entry Level Award in Progression (Entry 3)
Qualification No: 600/8598/8

OCNLR Entry Level Extended Award in Progression (Entry 3)
Qualification No: 601/4339/3

OCNLR Entry Level Certificate in Progression (Entry 3)
Qualification No: 600/8636/1

OCNLR Entry Level Diploma in Progression (Entry 3)
Qualification No: 601/1389/3

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;
- The creative use of credit with responsive, demand-led qualification development;
- High quality service and support;
- Respect for and encouragement of diversity – in learners and learning approaches, partners and settings;
- The development of 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 Qualifications in Progression**. It makes reference to the curriculum areas covered, identifies the learners for whom the qualifications have been developed and specifies the rules of combination for achievement of the qualifications. The guide also covers any important aspects of assessment and moderation that are particular to these qualifications. The guide should be used by all of those involved in the delivery and assessment of these qualifications.

The Curriculum and Relationship Development Manager (CRDM) 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 CRDM if you do not already know it. If you are not yet an OCN London Approved Centre but wish to use these qualifications, then please contact the Administrative team at OCN London for details of the Centre Approval Application process.

2   Qualification Overview

The **OCNLR Entry Level Qualifications in Progression** are part of a suite of OCNLR Progression qualifications that have been developed to provide a flexible, responsive and graduated range of pre-vocational and vocationally relevant qualifications. They are suitable for use in a range of learning situations and lend themselves to the development of individualised learning programmes.

These qualifications are aimed at learners currently operating at Entry level and offer opportunities for personal development as well as enabling learners to develop skills in literacy, numeracy, ICT and learning to learn. The qualifications also offer a broad range of units in covering vocational and leisure areas.

The **OCNLR Entry Level Qualifications in Progression** are regulated by Ofqual, the qualifications regulator for England, and are registered on the Regulated Qualifications Framework (RQF).

2.1 **Qualification levels**

The **OCNLR Qualifications in Progression** are available at Entry Level and Level 1, and Level 2. However, this guide relates to only the **OCNLR Entry Level Qualifications in Progression,** available at Entry 3 Level and as an Award, Extended Award, Certificate or Diploma.

Entry Level 3 Award
- Qualification Number: 600/8598/8
- Qualification credit value: 3
- Operational start date: 1 April 2013
- Review date: 31 December 2019
- TQT: 30
- Guided Learning Hours (GLH): 30
- Assessment requirements: Internally assessed, internally and externally verified.

Entry Level 3 Extended Award
- Qualification Number: 601/4339/3
- Qualification credit value: 6
- Operational start date: 1 September 2014
- Review date: 31 December 2019
- TQT: 60
- Guided Learning Hours (GLH): 50-60
Assessment requirements: Internally assessed, internally and externally verified.

Entry Level 3 Certificate
- Qualification Number: 600/8636/1
- Qualification credit value: 15
- Operational start date: 1 April 2013
- Review Date: 31 December 2019
- TQT: 150
- Guided Learning Hours (GLH): 150
Assessment requirements: Internally assessed, internally and externally verified.

Entry Level 3 Diploma
- Qualification Number: 601/1389/3
- Qualification credit value: 37

- Operational start date: 1 October 2013
- Review Date: 31 December 2019
- TQT: 370
- Guided Learning Hours (GLH): 313 – 370
- Assessment requirements: Internally assessed, internally and externally verified.

2.2   **Purpose of the qualifications**

The purpose of these qualifications is to provide a range of learning opportunities at Foundation level, divided into Core and Vocational areas.

The Core skills units include generic skills in literacy and numeracy, learning to learn and also cover important aspects of personal development and preparing for work. They provide the essential learning required to enable learners to prepare for a working environment or to progress to further study.

The optional Vocational units are grouped into a number of specific occupational areas and can be used to offer learners an opportunity to try out or 'taste' different areas of learning to test their abilities and skills and identify their interests and personal preferences before deciding upon a specific career or further learning pathway.

Using combinations of these units, centres will be able to design courses that enable learners to follow a programme tailored to their learning needs, whilst at the same time achieving a nationally recognised qualification.

The qualification structure also allows for flexibility in delivery and assessment, enabling assessment evidence to be generated in a range of different ways thus facilitating the development of learner centred practice.

The Diploma incorporates Level 1 core and optional units allowing for substantial learning programmes to be developed that provide a greater degree of challenge for learners towards the end of their course and to cater for learners with spiky profiles.

2.3   Who the qualifications are for

The qualifications would be suitable for learners who:

- would benefit from alternative approaches to the curriculum and learning;
- want to test out a vocational area to inform their career and employment choices;
- for whatever reason have not previously achieved in education;
- need to develop their literacy and/or numeracy skills

2.4   Entry guidance

The qualifications are suitable for learners of all ages. However, centres must determine the suitability of units when delivering the qualification to learners aged pre-16.

2.5   Progression and related qualifications

The qualifications provide a sound basis for learners to move on to the Level 1 qualifications in this suite or other sector specific Level 1 qualifications offered by the centre.

3   Structure of the Qualification

3.1   Rules of combination for achievement

The **OCNLR Entry Level Award in Progression (Entry 3)** contains a range of optional units. In order to gain the Award the learner must achieve 3 credits at Entry Level 3.

The **OCNLR Entry Level Extended Award in Progression (Entry 3)** contains a range of optional units. In order to gain the Extended Award the learner must achieve 6 credits at Entry Level 3. No more than 3 credits can be obtained from IT units.

The **OCNLR Entry Level Certificate in Progression (Entry 3)** In order to gain the Certificate learners must achieve 15 credits at Entry Level 3 by successfully completing 3 credits from the Core skills group of units and a minimum of 12 credits from the remaining core and optional units. No more than 6 credits can be obtained from IT units.

The **OCNLR Entry Level Diploma in Progression (Entry 3)** comprises a large range of core skills and optional vocational units. In order to gain the Diploma learners must achieve 37 credits at Entry Level 3 or above. A minimum of 6 credits must be taken from the Core skills group of units and a minimum of 31 credits from the remaining core and optional units. No more than 6 credits can be obtained from IT of units and a maximum of 12 credits can be taken at Level 1.

3.2 **Qualification Units and Groups**

The areas of learning covered by the range of units are listed below. The unit content of individual units is accessible through a separate 'Unit Book', which can be accessed from here or by going to the OCN London web page for the Entry Level Qualification in Progression.)

Centres wishing to discuss ways of putting together different combinations of units that meet learner needs and fulfil the Rules of Combination should contact their OCN London Curriculum Development Manager.

Core unit groups

Core Entry Level units
Core Level 1 units

Optional Unit groups

Administration
Animal Care
Building and Construction
Business Management
Creative Arts
Hair and Beauty
Health and Social Care
Horticulture and Floristry
Hospitality and Catering
History
ICT
Performing Arts
Retail
Sport Leisure and Recreation
Vehicle Maintenance

4   Assessment and moderation

4.1   Assessment process

The assessment process for these qualifications is as follows:

- 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 moderated at the Centre;

- The portfolios of assessed evidence will be externally moderated by an OCN London External Moderator.

There is no additional external assessment for these qualifications.

4.2   Devising assessments

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

OCN London assessment guidance relevant to the units in these qualifications is in ***Appendix A*** 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 Moderator before use to ensure that they are fit for purpose. Centre devised assessments will be scrutinised by the External Moderator to ensure reliability and validity of assessment.

4.3   **Marking assessment activities**

Each activity must be marked against the identified assessment criteria in the unit and judged to be either achieved or not achieved.

Assessors need to ensure that the work in a learner's portfolio is:

- Authentic – it is the result of the learner's own performance or activity;
- Sufficient – enabling the assessor to make a consistent and reliable judgement;
- Adequate – appropriate to the level.

Where a series of activities are set, learners must demonstrate the achievement of the required standard identified in the assessment criteria in all activities. All of the assessment criteria in a unit must be met before the unit is deemed achieved.

The unit achievement is not graded. Units are either achieved or not achieved.

4.4   **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 Approval 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 External Moderators.

4.5   **Learners with particular requirements**

If learners have particular requirements the centre should refer to the 'Access to Fair Assessment Policy and Procedure' which can be found on our website 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.

4.6   **Requirements for assessors**

Assessors of the qualification are expected to be:

Sufficiently competent

In addition to being qualified to make assessment decisions, each assessor must be capable of carrying out the full requirements within the competency of the units they are assessing. This competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Expert witnesses can be used where they have suitable expertise for specialist areas. The use of expert witnesses should be determined and agreed by the assessor.

Sufficiently knowledgeable

Each assessor should possess relevant knowledge and understanding of the subject and so be able to make robust and reliable assessment decisions in relation to the subject.

Appendix A

OCNLR Assessment Guidance

Case Study

Consideration of a particular, relevant situation or example, selected by the tutor or by learners, which enables learners to apply knowledge to specific situations. May be used as a collective / group activity and discussed in a group of learners **or** may be used with individual learners as a written activity through case study materials and learner responses.

	Entry Level
Activity	Case studies should be simple, immediate and familiar to the learner. Discussion should be short, structured and supervised (group or one-to-one). Written work should be short structured and supervised.
Assessed by	Assessed through tutor observation and/or class discussion or tutor assessment of written work.
Evidence	Evidence could include tutor record of observation, summary of class discussion, audio-visual / photographic record of class discussion, written work.

	Level One
Activity	Case studies should be limited in range, familiar and require a narrow range of knowledge. Discussion should be structured and involve a limited degree of judgement (group or one-to-one). Written work should be structured and involve a limited degree of judgement.
Assessed by	Assessed through tutor observation, discussion or tutor assessment of written work.
Evidence	Evidence could include tutor record of observation, summary of class discussion, learner notes, audio-visual / photographic record, written work.

Essay

A discursive, written response to a question or statement which involves the learner in finding and presenting information and opinion in a structured way, which normally includes an introduction, the information / opinions / evaluation / analysis and a conclusion.

	Entry Level
Activity	It would be unlikely that an essay would be used as an assessment activity at Entry Level as it would not be appropriate for the learner. However, it could be used in a very simple form to allow learners to demonstrate recall and comprehension in a narrow range of ideas.
Assessed by	Assessed by the tutor through discussion.
Evidence	Evidence would include the essay and tutor feedback.
	Level One
Activity	The essay subject should be simple and the response should be descriptive and not analytical or evaluative. A narrow range of applied knowledge and demonstration of basic comprehension would be expected. Learners should be given detailed information on how to structure the essay and on the criteria for achievement.
Assessed by	Assessed by the tutor.
Evidence	Evidence would include the marked essay and tutor feedback.

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

	Level One
Activity	Discussions should be limited in range, cover topics that are familiar to the learner. These should require a narrow range of skills. The discussion should be structured and involve a limited degree of learner choice.
Assessed by	Assessed through tutor, peer observation, one to one tutorial discussion and self-assessment.
Evidence	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	
Activity	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.
Assessed by	Assessed by tutor.
Evidence	Evidence could include tutor/record notes and or audio-visual record.
Level One	
Activity	Process should be informal and should include both open and closed questions covering a narrow range of knowledge. Learners should be encouraged by the use of supplementary questions.
Assessed by	Assessed by tutor.
Evidence	Evidence could include tutor record/notes or audio-visual record.
Assessed by	Assessed by tutor, with a degree of self-assessment and evaluation of own learning.
Evidence	Evidence could include tutor record, learner log 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	
Activity	The performance/exhibition should be simple, informal and supervised.
Assessed by	Assessed through peer assessment, self-assessment and/or tutor observation.
Evidence	Evidence could include tutor record, notes, plans, audio-visual/photographic record of performance/exhibition, peer records, learner log and summary of feedback.
Level One	
Activity	The performance / exhibition should be limited in range, familiar and require a narrow range of knowledge.
Assessed by	Assessed through peer assessment, self-assessment and/or tutor observation.
Evidence	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	
Activity	Practical demonstrations should be simple with situations that the learner is familiar with. They should be short, structured and supervised.
Assessed by	Assessed through tutor/peer observation, one to one tutorial, discussion and self-assessment.
Evidence	Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio-visual/photographic record and learner log.
Level One	
Activity	Practical demonstrations should be limited in range, be familiar and require a narrow range of skills and knowledge.
Assessed by	Assessed through tutor/peer observation, one to one tutorial, discussion and self-assessment.
Evidence	Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio-visual/photographic record and learner log.

Practice file

A structured collection of documents from real situations such as work or voluntary activity, which evidence the application of knowledge and/or skills. The documents should be mapped to specific learning outcome/s in a unit of assessment. May need a short explanation of how the particular document evidences achievement of a specific learning outcome.

Entry Level	
Activity	Practice evidence should be simple and specific. Learners should be directed on what to include. The tutor should map the evidence to specific learning outcome/s.
Assessed by	Assessed through discussion with the tutor.
Evidence	Evidence could include document/s and tutor notes.
Level One	
Activity	Practice evidence should demonstrate the application of a narrow range of skills and/or knowledge. Learners should be given detailed guidance on what documents would be appropriate, how the evidence should be presented, and on mapping to learning outcomes.
Assessed by	Assessed through discussion with the tutor.
Evidence	Evidence could include documents, learner notes and tutor comments.

Production of artefact

Production of a relevant artefact selected by the tutor or by learners, which enables learners to demonstrate skills and to apply knowledge.

Entry Level	
Activity	Artefact should be simple, familiar and informal. Its production should be supervised and involve repetitive and predictable processes.
Assessed by	Assessed through tutor/peer observation, one to one tutorial, discussion, self-assessment and questioning during and at end of process.
Evidence	Evidence could include tutor record, learner notes, plans, reports, learner log, audio-visual/photographic record and completed artefact.
Level One	
Activity	Artefact should be selected with support from tutor to allow the demonstration of skills and apply knowledge in a range of predictable, structured and familiar contexts.
Assessed by	Assessed through tutor, peer observation, one to one tutorial, discussion, self-assessment and questioning during and at end of process.
Evidence	Evidence could include tutor record, learner notes, plans, reports, learner log, audio-visual/photographic record and completed artefact.

Project

A specific task involving private study and research for individuals or groups. Normally involves selection of a topic, planning, finding information and presenting results orally or in writing.

	Entry Level
Activity	Task should be simple, familiar, informal and supervised. It should involve repetitive and predictable processes.
Assessed by	Assessed through tutor observation and questioning during and at end of process.
Evidence	Evidence could include tutor record, learner notes, plans, reports, learner log or audio-visual/photographic record.
	Level One
Activity	Task should be selected with support from tutor to allow the demonstration of knowledge and skills in a range of predictable, structured and familiar contexts.
Assessed by	Assessed through tutor observation and questioning during at the end of the process.
Evidence	Evidence could include tutor record, learner notes, plans, reports, learner log or audio-visual/photographic record.

Reflective log or diary

A description, normally in writing but may be oral, by the learner reflecting on how and what they have learned. Often completed at regular intervals during the learning process thus allowing discussion on individual progress and how further learning could be supported.

	Entry Level
Activity	The reflection process should normally be oral and supported. It may be supplemented by the use of drawings or diagrams. Learners should be asked to describe simply what they have learned with direction from the tutor.
Assessed by	Assessed by learner with tutor support.
Evidence	Evidence could include drawings, diagrams, audio tape and tutor record.
	Level One
Activity	The reflection process should be written and may be in the form of brief, structured notes. Learner should be asked to record what they have learner at regular intervals and advised on what information to include. Learners should make limited judgements on what has been learned in terms of, for example, usefulness or interest.
Assessed by	Assessed by learner supported by tutor through tutorials.
Evidence	Evidence could include written log/diary, tutorial notes and tutor record.

Report

A record of an activity and/or a summary of research which presents information in a structured way. Does not include opinion, but may include analysis or evaluation. May be presented in written or oral form.

	Entry Level
Activity	Report should be oral and informal. The information or activity being reported on should be simple and familiar. Learners should be supported in preparing and giving a report and given a number of opportunities to respond.
Assessed by	Assessed by tutor.
Evidence	Evidence should include tutor record.
	Level One
Activity	Report could be presented orally or in written format. Oral presentation should be informal. Information used in the report should be readily available and activities should be in familiar contexts. Learners should be clear on the expected structure and criteria for the report and given support on planning and presentation.
Assessed by	Assessed by tutor.
Evidence	Evidence could include a written report with tutor feedback or learner notes of oral presentation with tutor feedback.

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	
Activity	Role-plays should be simple with scenarios that are familiar to the learner. Role-plays should be short, structured and supervised.
Assessed by	Assessed through, tutor/peer observation, one to one tutorial, discussion and self-assessment.
Evidence	Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio-visual/photographic record or learner log.
Level One	
Activity	Role-plays should be limited in range, be familiar and require a narrow range of skills. Role-plays should be structured and involve limited degree of learner choice.
Assessed by	Assessed through, tutor/peer observation, one to one tutorial, discussion and self-assessment.
Evidence	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	
Activity	Subjects should be simple and familiar to learner. Written work should be short, structured and supervised.
Assessed by	Assessed through tutor assessment and discussion.
Evidence	Evidence could include tutor record of observation and feedback, summary of discussion or completed work.
Level One	
Activity	Subjects should be limited in range, be familiar and require a narrow range of knowledge. Written work should be structured and involve limited degree of judgement.
Assessed by	Assessed through tutor assessment and discussion.
Evidence	Evidence could include tutor record of observation, summary of discussion and feedback or completed work.

Written question and answer/Test/Exam

Specific, open and closed questions for immediate response from tutor. Can range from formal exams and tests, to a quick, fun way of finding out where learners are up to, for example, a quiz.

Entry Level	
Activity	Process should be informal and non-threatening and questions should cover a narrow range of areas. Possible use of multi-choice questions.
Assessed by	Assessed by tutor.
Evidence	Evidence to include written responses and may also include learner responses and tutor feedback.
Level One	
Activity	Process should be informal and non-threatening. Questions should encourage learners to make use of knowledge rather than just testing recall.
Assessed by	Assessed by tutor or external marker (for exams/tests).
Evidence	Evidence to include written responses and may also include learner responses and tutor feedback.

Appendix B
Ofqual Level Descriptors

Level	Knowledge descriptor (the holder…)	Skills descriptor (the holder can…)
Entry 3	Has basic knowledge and understanding to carry out structured tasks and activities in familiar contexts; Knows and understands the steps needed to complete structured tasks and activities in familiar contexts.	Carry out structured tasks and activities in familiar contexts. Be aware of the consequences of actions for self and others.

Level	Knowledge descriptor (the holder…)	Skills descriptor (the holder can…)
Level 1	Has basic factual knowledge of a subject and/or knowledge of facts, procedures and ideas to complete well-defined routine tasks and address simple problems; Is aware of aspects of information relevant to the area of study or work.	Use basic cognitive and practical skills to complete well-defined routine tasks and procedures. Select and use relevant information. Identify whether actions have been effective.

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