



Qualification Guide

OCNLR Level 1 Award in Progression (QCF)
OCNLR Level 1 Certificate in Progression (QCF)
OCNLR Level 1 Diploma in Progression (QCF)

OCN London Qualification Guide

OCNLR Level 1 Award in Progression (QCF)
Qualification No: 600/8657/9

OCNLR Level 1 Certificate in Progression (QCF)
Qualification No: 600/8679/8

OCNLR Level 1 Diploma in Progression (QCF)
Qualification No: 600/8973/8

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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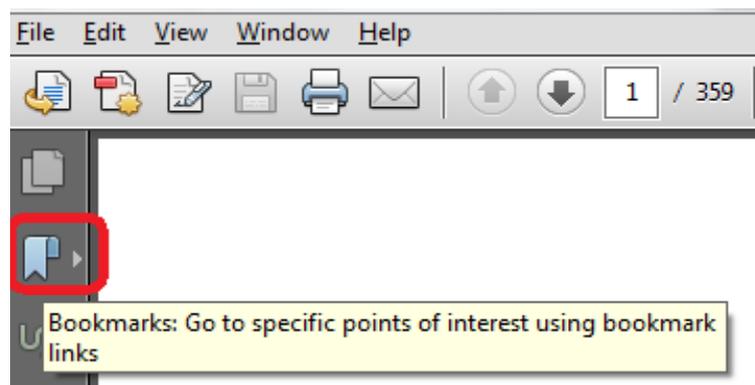
1 General Information

This qualification guide contains details of everything you need to know about the **OCNLR Level 1 Qualifications in Progression**. 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

The **OCNLR Level 1 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 general, 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.

The qualifications have been developed with the understanding that learners at level 1 have a range of different learning needs and differing aims in terms of what they are seeking to achieve. The qualification therefore includes a large number of units spanning a wide range of knowledge areas and skills sets, offering opportunities for alternative programmes of learning to be developed that engage with learners' interests, meet their learning needs whether these be for acquiring basic job related skills or developing skills in the 'core' area of literacy, numeracy, ICT and learning to learn.

The **OCNLR Level 1 Qualifications in Progression** are accredited by the qualifications regulators for England, Wales and Northern Ireland and are part of the Qualifications and Credit Framework (QCF).

2.1 Qualification levels

The **OCNLR Level 1 Qualifications in Progression (QCF)** are available at Level 1 and as an Award, Certificate or Diploma.

Level 1 Award

- Qualification Number: 600/8657/9
- Qualification credit value: 6
- Operational start date: 1 April 2013
- Review date: 31 August 2015
- Guided Learning Hours (GLH): **Min: 47 Max: 60**
- Assessment requirements: Internally assessed, internally and externally verified.

Level 1 Certificate

- Qualification Number: 600/8679/8
- Qualification credit value: 21
- Operational start date: 1 April 2013
- Review date: 31 August 2015
- Guided Learning Hours (GLH): **Min:** 156 **Max:** 209
- Assessment requirements: Internally assessed, internally and externally verified.

Level 1 Diploma

- Qualification Number: 600/8973/8
 - Qualification credit value: 42
 - Operational start date: 1 May 2013
 - Review date: 31 August 2015
 - Guided Learning Hours (GLH): **Min:** 291 **Max:** 416
- Assessment requirements: Internally assessed, internally and externally verified.

2.2 Purpose of the qualification

The purpose of the qualifications is to provide a flexible and alternative range of learning opportunities for a varied group of learners ranging from adults returning to learning to learners with 'spiky profiles' and learners who in the past may have felt disengaged from learning.

The qualifications incorporate a large bundle of over 390 units that can be combined in many different ways to produce learning programmes that meet these differing learner needs and reflect learners' differing interests and aspirations.

The units are divided into Core and Vocational areas with the Core skills units including generic skills in literacy and numeracy, learning to learn and also covering important aspects of personal development, family learning and employment related skills. They provide the essential learning required to enable learners to acquire and sustain employment or to progress to further study.

The optional Vocational units are grouped into a number of specific occupational areas and will afford learners opportunities to acquire

and develop basic skills and knowledge related to their employment and/or career aspirations.

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 also contains parallel level Entry 3 units in many areas, to accommodate the learning needs of learners with 'spiky profiles'.

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.

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;
- for whatever reason have not previously achieved in education;
- need to develop their literacy and/or numeracy skills;
- are seeking to return to work or enter new work areas and are looking to update and/or add to their employment skills and knowledge.
- want to progress to further education or other training.

2.4 Entry guidance

The qualification is 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 2 qualifications in this suite, or other sector specific level 2 qualifications offered by the Centre or enter employment.

3 Structure of the Qualification

3.1 Rules of Combination for achieving the qualification

The **OCNLR Level 1 Qualifications in Progression (QCF)** are available at Level 1 as an Award, Certificate or Diploma and contain a large range of Core and Optional Units. In order to gain the **OCNLR Level 1 Award in Progression (QCF)** the learner must achieve **6** credits at Level 1. A maximum of 3 credits can be taken from the IT group of Units.

In order to gain the **OCNLR Level 1 Certificate in Progression (QCF)** learners must achieve **21** credits. 6 credits must be achieved from group A (Core Skills) and a minimum of 15 credits from the remaining core and optional units. No more than 6 credits can be obtained from the IT group of units and a maximum of 6 credits can be obtained from the Entry 3 Level units.

In order to gain the **OCNLR Level 1 Diploma in Progression (QCF)** learners must achieve **42** credits. 9 credits must be achieved from group A (Core Skills) and a minimum of 33 credits from the remaining core and optional units. No more than 6 credits can be obtained from the IT group of units and a maximum of 12 credits can be obtained from the Entry 3 Level units.

3.2 Qualification units groups

The areas of learning covered by the range of units are listed below. Unit guides providing the details about each unit can be found on the OCN London website as a separate unit guide. 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 Curriculum Development Manager.

Core Skills Units

Literacy Skills

Numeracy Skills

Personal Health, Safety and Development Skills

Skills in Learning to Learn

Life and work Skills

Vocational Units

Administration
 Building and Construction
 Business Management
 Crafts, Creative Arts and Design
 Child Development and Well-Being
 Hospitality and Catering
 Horticulture and Forestry
 History
 Health and Social Care
 IT for Users
 Performing Arts
 Retailing and Wholesaling
 Service Enterprises
 Sport, Leisure and Recreation
 Transportation, Operations and Maintenance

Unit title	Core/ Optional	OCNLR Unit code	Ofqual unit reference number	Level
Action Planning to Improve Performance in Mathematics	Core	HB1/1/LQ/032	D/504/2937	L1
Active Citizenship in the Local Community	Core	HE4/1/LQ/002	L/504/8510	L1
Alcohol Awareness for the Individual	Core	HH3/1/LQ/004	F/505/8791	L1
Aspects of Citizenship	Core	HE4/1/LQ/003	R/504/8511	L1
Assertive Living	Core	HB1/1/LQ/036	L/506/0558	L1
Banking and Other Financial Organisations	Core	HE1/1/LQ/003	R/504/7486	L1
Basic Food Preparation and Cooking	Core	HJ1/1/LQ/005	K/505/4072	L1
Behaviour in Conflict	Core	HB1/1/LQ/051	R/504/8718	L1
Body Image	Core	HB6/1/LQ/002	F/504/8813	L1
Building a Personal Skills Portfolio	Core	HB1/1/LQ/004	A/504/8566	L1
Career Planning	Core	HC1/1/LQ/018	M/504/8645	L1
Career Preparation	Core	HC1/1/LQ/019	L/506/0737	L1
Caring for Your Child	Core	HJ2/1/LQ/008	F/505/8564	L1
Changing Roles and Relationships in Adolescence	Core	HJ2/1/LQ/011	H/504/8724	L1
Communication in the Workplace	Core	HC4/1/LQ/039	J/504/7517	L1
Communication Skills for Group and Teamwork	Core	HB1/1/LQ/037	A/504/7689	L1
Customer Service	Core	HC4/1/LQ/041	T/504/8727	L1
Data Calculations	Core	HD4/1/LQ/001	K/503/3044	L1
Developing Confidence and Self-Esteem	Core	HB1/1/LQ/031	K/503/0967	L1

Developing own Interpersonal Skills	Core	HB7/1/LQ/001	D/504/8429	L1
Developing Personal Confidence and Self Awareness	Core	HB1/1/LQ/001	D/504/8432	L1
Developing a Personal Learning Programme	Core	HB1/1/LQ/040	M/504/8287	L1
Developing Skills for Independent Life	Core	HD6/1/LQ/009	J/506/0560	L1
Domestic Cooking Skills	Core	HD6/1/LQ/012	H/504/8870	L1
Drug Awareness	Core	HH3/1/LQ/005	T/504/8291	L1
Eating Disorders	Core	HH5/1/LQ/002	R/504/8797	L1
Employment Rights, Contracts and Pay	Core	HC4/1/LQ/042	R/505/8794	L1
Family Relationships	Core	HJ2/1/LQ/010	M/504/8225	L1
Handling Data	Core	HD4/1/LQ/015	R/506/1050	L1
Health and Hygiene in the Home	Core	HJ1/1/LQ/006	K/505/8557	L1
Health and Safety Awareness in a Working Environment	Core	HC4/1/LQ/009	J/504/8487	L1
Health and Safety in a Practical Environment	Core	HC1/1/LQ/017	Y/505/4441	L1
Healthy Living	Core	HJ1/1/LQ/007	L/504/8264	L1
Household Skills	Core	HD6/1/LQ/008	J/505/4001	L1
Improving Assertiveness and Decision Making	Core	HB1/1/LQ/042	D/505/8555	L1
Improving own Confidence	Core	HB1/1/LQ/043	T/504/8274	L1
Improving Own Learning and Performance	Core	HB1/1/LQ/044	D/504/9497	L1
Independent Shopping for Household Items	Core	HD6/1/LQ/010	J/504/8277	L1
Induction to Study	Core	HB1/1/LQ/045	R/504/8279	L1
Introduction to Peer Support Skills	Core	PT1/1/LQ/011	M/505/8625	L1
Issues of Substance Misuse	Core	HH3/1/LQ/006	H/504/8688	L1
Job Seeking Skills	Core	HC6/1/LQ/011	J/506/0736	L1
Living in the Community	Core	HD6/1/LQ/007	K/504/8563	L1
Maintaining a Wheeled Vehicle for Personal Use	Core	HD6/1/LQ/011	M/504/8578	L1
Making and Using Story Sacks	Core	HB1/1/LQ/046	K/504/8580	L1
Making Choices in Pursuit of Personal Goals	Core	HB1/1/LQ/047	L/506/0575	L1
Managing Personal Relationships	Core	HB1/1/LQ/048	K/504/8627	L1
Managing Your Own Learning	Core	HB1/1/LQ/049	L/505/8552	L1
Measure: Time and Temperature	Core	HD4/1/LQ/016	R/506/0920	L1
Parenting Skills	Core	HJ2/1/LQ/009	L/505/8566	L1
Peer Mediation	Core	HB1/1/LQ/052	R/504/8816	L1
Personal and Interpersonal Conflict	Core	HB1/1/LQ/053	A/504/8826	L1
Personal Awareness	Core	HB1/1/LQ/054	K/504/8837	L1
Personal Budgeting and Managing Money	Core	HE1/1/LQ/004	Y/506/0787	L1
Personal Development	Core	HB1/1/LQ/039	J/504/7792	L1
Personal Learning Skills	Core	HB1/1/LQ/061	D/504/7796	L1

Personal Relationships	Core	HB1/1/LQ/055	T/504/8839	L1
Planning and Leading an Activity	Core	HB1/1/LQ/062	F/507/6370	L1
Preparing for a Recruitment Interview	Core	HC6/1/LQ/013	K/505/8722	L1
Preparing for Interviews	Core	HC6/1/LQ/012	R/505/5300	L1
Preparing for Work	Core	HC6/1/LQ/014	Y/506/0739	L1
Presentation Skills	Core	HB1/1/LQ/041	T/504/8131	L1
Probability	Core	HD4/1/LQ/017	K/506/0924	L1
Problem Solving in the Workplace	Core	HC6/1/LQ/015	H/505/8587	L1
Punctuation and Grammar Skills	Core	HD3/1/LQ/013	J/506/0896	L1
Reading for Meaning	Core	HD3/1/LQ/014	Y/506/0899	L1
Recognising Employment Opportunities	Core	HC4/1/LQ/040	R/504/8685	L1
Responsible Road Vehicle Ownership and Use	Core	HD5/1/LQ/004	H/504/8691	L1
Rights and Responsibilities of Citizenship	Core	HE4/1/LQ/009	J/504/8845	L1
Sex and Relationships Education	Core	HJ1/1/LQ/001	Y/504/8557	L1
Skills for Lip Reading	Core	HB1/1/LQ/038	R/504/7780	L1
Speaking and Listening Skills	Core	HD3/1/LQ/015	J/506/0669	L1
Spelling Rules and Strategies in Practical Use	Core	HD3/1/LQ/016	A/505/5386	L1
Spelling Skills	Core	HD3/1/LQ/017	H/506/0906	L1
Stress and Stress Management Techniques	Core	HB3/1/LQ/002	Y/504/8817	L1
Study Skills	Core	HC7/1/LQ/002	L/504/8197	L1
Supporting a Child with Reading	Core	HD3/1/LQ/018	J/504/8697	L1
Supporting a Child with Writing	Core	HD3/1/LQ/019	A/504/8700	L1
Supporting Children's Literacy and Numeracy Development	Core	HD3/1/LQ/021	K/504/8711	L1
Supporting Your Children in Family Learning	Core	HD3/1/LQ/020	J/505/8596	L1
Take Part in an Activity	Core	HB1/1/LQ/050	A/504/8714	L1
Teamwork Skills	Core	HB1/1/LQ/059	J/504/8876	L1
The Peer Mediation Process	Core	HB1/1/LQ/058	T/504/8856	L1
Time Management	Core	AF2/1/LQ/003	L/504/8717	L1
Understanding and Using 2D Shapes	Core	HD4/1/LQ/018	A/506/0927	L1
Understanding and Using Decimals	Core	HD4/1/LQ/019	F/506/0928	L1
Understanding and Using Fractions	Core	HD4/1/LQ/020	J/506/0929	L1
Understanding and Using Percentages	Core	HD4/1/LQ/021	A/506/0930	L1
Understanding Diversity within Society	Core	HE4/1/LQ/001	M/504/8483	L1
Understanding Equal Opportunities	Core	HE4/1/LQ/007	M/506/0634	L1
Understanding Length, Weight and Capacity	Core	HD4/1/LQ/022	F/506/0931	L1
Understanding Numbers	Core	HD4/1/LQ/023	J/506/0932	L1
Understanding Prejudice and Discrimination	Core	HE4/1/LQ/008	J/506/0638	L1
Understanding Self in Conflict	Core	HB1/1/LQ/056	J/505/8811	L1
Understanding the Importance of a	Core	HB1/1/LQ/057	Y/506/0613	L1

Balanced Diet and Regular Exercise				
Understanding the Role of a Mentor	Core	PT1/1/LQ/014	T/506/3275	L1
Understanding Volume	Core	HD4/1/LQ/025	R/506/0934	L1
Understanding Welfare at Work	Core	HC4/1/LQ/045	M/506/1993	L1
Understanding Work-Based Learning and Apprenticeships	Core	HC4/1/LQ/043	Y/506/0742	L1
Understanding Young People, Law and Order	Core	HH4/1/LQ/002	T/506/0649	L1
Understanding Your Pay	Core	HC4/1/LQ/046	A/505/5291	L1
Understanding your Pregnancy and Preparation for your Baby	Core	HJ2/1/LQ/012	D/505/8667	L1
Undertaking an Enterprise Project	Core	HC1/1/LQ/020	D/504/8866	L1
Using a CV and Covering Letter to Apply for a Job	Core	HC6/1/LQ/016	J/505/6931	L1
Using an Ordnance Survey Map	Core	HC4/1/LQ/038	F/505/8631	L1
Using Calculations: Addition and Subtraction of Whole Numbers	Core	HD4/1/LQ/026	D/506/0936	L1
Using Calculations: Multiplication and Division of Whole Numbers	Core	HD4/1/LQ/027	H/506/0937	L1
Using Perimeter and Area	Core	HD4/1/LQ/024	Y/505/5377	L1
Work Experience	Core	HC4/1/LQ/048	T/505/8724	L1
Work, Review and Plan	Core	HB1/1/LQ/060	L/505/8616	L1
Work-Based Placement	Core	HC4/1/LQ/047	L/506/0804	L1
Working Patterns	Core	HC4/1/LQ/044	F/504/8861	L1
Working with Your Child to Develop Literacy Skills	Core	HD3/1/LQ/022	F/504/8892	L1
Working with Your Child to Develop Numeracy Skills	Core	HD3/1/LQ/023	J/504/8893	L1
Writing for Meaning Skills	Core	HD3/1/LQ/024	M/506/0911	L1
Young Parenthood	Core	HD5/1/LQ/005	K/504/8904	L1
Caring for Your Baby	Optional	HJ2/1/LQ/013	M/505/8933	L1
The Role of Young People as Peer Mentors	Optional	PT1/1/LQ/013	A/504/9085	L1
Nutrition, Performance and Healthy Eating	Optional	PA1/1/LQ/002	A/504/8969	L1
Understanding the Principles of Care, Organisational Policies and the Role of the Care Worker	Optional	PT1/1/LQ/012	J/505/8808	L1
Craft Activities with Children and Young People	Optional	HF1/1/LQ/021	M/505/1576	L1
Developing Language and Communication Skills in Children	Optional	HF1/1/LQ/013	R/505/5880	L1
Developing Skills for Listening to Children	Optional	HJ2/1/LQ/001	H/504/8514	L1
Developing Skills in Caring for Young Children	Optional	HF1/1/LQ/001	M/504/8516	L1
Play for Early Learning	Optional	HF1/1/LQ/018	J/505/1602	L1
The Intellectual and Language Development of Children	Optional	HF1/1/LQ/019	K/505/1608	L1

Understanding Child Development	Optional	HF1/1/LQ/014	R/504/9612	L1
Understanding Children's Social and Emotional Development	Optional	HF1/1/LQ/015	L/505/8650	L1
Understanding Growth, Social and Emotional Development of Children	Optional	HF1/1/LQ/016	H/505/8606	L1
Understanding Play	Optional	HF1/1/LQ/017	Y/504/9613	L1
The Physical and Psychological Needs of Children	Optional	HF1/1/LQ/020	K/505/1611	L1
Cultivating Compost and Soils	Optional	SE2/1/LQ/009	A/504/9233	L1
Cultivating Herbs	Optional	SE2/1/LQ/010	R/506/1016	L1
Floristry Techniques	Optional	SE7/1/LQ/004	J/504/9316	L1
Garden Horticulture Skills	Optional	SE2/1/LQ/011	D/504/9273	L1
Organic Horticulture	Optional	SE2/1/LQ/013	D/506/0418	L1
Pest, Disease and Weed Control	Optional	SE2/1/LQ/012	F/504/9301	L1
Practical Floristry Skills	Optional	SE7/1/LQ/003	A/504/9247	L1
Sowing and Growing Techniques	Optional	SE2/1/LQ/015	H/505/8797	L1
Understanding Plant Pruning	Optional	SE2/1/LQ/014	D/505/8605	L1
Understanding Biology and Environmental Study	Optional	QA3/1/LQ/003	R/505/6575	L1
Understanding Ecology and Conservation	Optional	QA3/1/LQ/004	Y/505/6576	L1
Checking and Maintaining Car Wheels and Tyres	Optional	XS1/1/LQ/005	F/505/0092	L1
Identification of Basic Car Parts	Optional	XS1/1/LQ/006	Y/505/0101	L1
Introduction to Motorcycle Maintenance	Optional	XS1/1/LQ/007	T/505/3197	L1
Repairing a Cycle Puncture	Optional	XS8/1/LQ/006	D/506/0869	L1
Replacing Cycle Brake Assemblies	Optional	XS8/1/LQ/005	R/505/0145	L1
Systematic Cycle Checking	Optional	XS8/1/LQ/004	A/505/0091	L1
Tools, Equipment and Materials for Vehicle Maintenance	Optional	XS1/1/LQ/008	K/505/8669	L1
Carpentry Hand Skills	Optional	WK1/1/LQ/002	A/505/1354	L1
Constructing a Cavity Wall Using Bricklaying Skills	Optional	TG2/1/LQ/015	L/504/9625	L1
Constructing a Half Brick Wall Using Bricklaying Skills	Optional	TG2/1/LQ/016	Y/504/9627	L1
Constructing a One Brick Wide Wall Using Bricklaying Skills	Optional	TG2/1/LQ/017	H/504/9629	L1
Developing Plumbing Skills	Optional	TH3/1/LQ/006	H/505/8668	L1
Plastering Techniques	Optional	TG1/1/LQ/010	R/504/9643	L1
Preparing Ceilings and Walls for Decoration	Optional	TG8/1/LQ/017	T/505/0669	L1
Use and Maintain Woodworking Tools	Optional	TG7/1/LQ/009	A/505/8725	L1
Use of Tools and Equipment for Bricklaying	Optional	TG2/1/LQ/018	D/504/9645	L1
Using Decorative Paint Effects for Interior Walls	Optional	TG8/1/LQ/018	F/505/4398	L1
Using Floor and Wall Tiling Techniques	Optional	TG8/1/LQ/019	H/504/9646	L1
Using Painting Skills for Interior	Optional	TG8/1/LQ/020	K/504/9647	L1

Ceilings and Walls				
Using Plastering Skills - Floating Coat to an Attached Pier	Optional	TG1/1/LQ/011	M/504/9648	L1
Using Plastering Skills - Plastering to a Window Reveal	Optional	TG1/1/LQ/012	T/504/9649	L1
Wallpapering Skills	Optional	TG8/1/LQ/021	A/505/1600	L1
Understanding the business of retail	Optional	BC3/1/LQ/001	A/502/5756	L1
Understanding the retail selling process	Optional	BC3/1/LQ/002	T/502/5805	L1
Assist with Hair Colour Services	Optional	HL7/1/LQ/012	R/600/1036	L1
Colour Hair Using Temporary Colour	Optional	HL7/1/LQ/001	R/600/4874	L1
Create and Maintain Retail Displays in the Salon	Optional	HL7/1/LQ/009	R/505/6141	L1
Introduction to Working in a Hair and Beauty Salon	Optional	HL6/1/LQ/001	F/505/0688	L1
Plaiting and Twisting Hair	Optional	HL7/1/LQ/010	Y/505/8635	L1
Salon Reception Duties	Optional	HL7/1/LQ/011	H/504/9601	L1
Styling Men's Hair	Optional	HL7/1/LQ/005	A/502/3795	L1
Styling Women's Hair	Optional	HL7/1/LQ/006	F/502/3796	L1
Customer Service in the Hospitality Industry	Optional	NF4/1/LQ/001	J/502/4898	L1
Introduction to Food Commodities	Optional	HF1/1/LQ/011	A/502/5059	L1
Introduction to the Hospitality Industry	Optional	NA1/1/LQ/001	M/502/4894	L1
Using Kitchen Equipment	Optional	NF1/1/LQ/001	T/502/5075	L1
Developing Angling Skills	Optional	MH4/1/LQ/003	J/505/8629	L1
How the Body Works	Optional	MA1/1/LQ/006	K/506/0941	L1
Participating in Leisure Activities	Optional	MA1/1/LQ/001	R/504/2885	L1
Planning a Trip to a Visitor Attraction	Optional	NL1/1/LQ/001	J/506/0946	L1
Sport and Active Leisure Project	Optional	MA1/1/LQ/007	J/505/8727	L1
Sports Coaching	Optional	MA4/1/LQ/001	Y/505/8991	L1
Taking Part in Exercise and Fitness	Optional	MA1/1/LQ/008	A/505/7221	L1
Taking Part in Sport	Optional	MA1/1/LQ/009	R/505/1330	L1
The Angling Environment	Optional	MH4/1/LQ/004	D/506/4713	L1
Using Craft Skills with Natural Materials	Optional	JF1/1/LQ/002	T/505/8609	L1
Acoustic Recording Techniques	Optional	LK1/1/LQ/005	R/506/0822	L1
Backstage Theatre Skills	Optional	LC4/1/LQ/006	Y/504/7974	L1
Composing Music	Optional	LF5/1/LQ/006	J/504/7128	L1
Creative Writing Skills	Optional	LC4/1/LQ/007	M/505/0881	L1
Technical Skills for Performance in the Arts	Optional	LC4/1/LQ/009	M/505/8723	L1
DJ Skills	Optional	LK4/1/LQ/002	A/505/7381	L1
Music Skills for Solo Performance	Optional	LF5/1/LQ/005	D/505/8619	L1
Musical Ensemble Skills	Optional	LH1/1/LQ/002	J/504/8117	L1
Musical Theatre	Optional	LC4/1/LQ/010	J/504/7128	L1
Oral Storytelling Skills	Optional	LC1/1/LQ/004	F/504/7158	L1
Performance Improvisation Techniques	Optional	LC4/1/LQ/008	H/505/0909	L1
Performing Physical Theatre	Optional	LC1/1/LQ/005	A/505/4898	L1

Rehearsing for a Production	Optional	LC1/1/LQ/006	F/504/8052	L1
Song Writing Skills in Popular Music	Optional	LF5/1/LQ/007	F/506/0847	L1
Sound and Audio Production Skills	Optional	LK1/1/LQ/006	F/506/0850	L1
The Theory of Music	Optional	LF4/1/LQ/002	T/505/1000	L1
Understanding the use of Digital Sampling Techniques for Composing and Producing Music	Optional	LK1/1/LQ/007	L/506/0852	L1
Using Aural Skills in Music	Optional	LF5/1/LQ/008	L/505/1004	L1
Using the Internet as a Medium for Music	Optional	LK1/1/LQ/008	F/505/8726	L1
Commercial Garment Patterns	Optional	JK6/1/LQ/008	R/504/9996	L1
Garment Construction	Optional	JK6/1/LQ/006	K/505/9854	L1
Industrial Sewing Operations	Optional	JK6/1/LQ/007	R/505/8620	L1
Preparation for Garment Construction	Optional	JK6/1/LQ/003	R/503/3345	L1
Tools and Equipment for Garment Making	Optional	JK6/1/LQ/009	K/505/8803	L1
Discover Local History	Optional	DB6/1/LQ/001	Y/504/8607	L1
Filing Skills	Optional	AY4/1/LQ/002	R/505/0825	L1
Using Fax Machines and Photocopiers	Optional	AY8/1/LQ/002	D/505/0827	L1
Budgetary Control within a Business Environment	Optional	AG1/1/LQ/002	T/504/9358	L1
Understanding Business Communication	Optional	AF3/1/LQ/007	H/506/0548	L1
Business Meeting Techniques	Optional	AF6/1/LQ/002	J/505/8792	L1
Understanding Time Management in the Workplace	Optional	AF2/1/LQ/004	R/505/8584	L1
Audio Software	Optional	CQ6/1/LQ/001	K/502/4389	L1
Data Management Software	Optional	CM3/1/LQ/001	F/502/4558	L1
Database Software	Optional	CP2/1/LQ/001	H/502/4553	L1
Design Software	Optional	CQ5/1/LQ/001	M/502/4572	L1
Desktop Publishing Software	Optional	CQ2/1/LQ/001	Y/502/4565	L1
Imaging Software	Optional	CQ5/1/LQ/005	R/505/3062	L1
IT Communication Fundamentals	Optional	CP4/1/LQ/001	Y/502/4291	L1
IT Software Fundamentals	Optional	CP0/1/LQ/001	L/502/4384	L1
Multimedia Software	Optional	CQ6/1/LQ/002	Y/502/4615	L1
Personal Digital Photograph Processing	Optional	KJ1/1/LQ/001	F/505/6054	L1
Presentation Software	Optional	CQ5/1/LQ/003	K/502/4621	L1
Spreadsheet Software	Optional	CP3/1/LQ/001	A/502/4624	L1
Using Email	Optional	CR3/1/LQ/001	J/502/4299	L1
Using Mobile IT Devices	Optional	CN4/1/LQ/001	H/502/4374	L1
Using the Internet	Optional	CR3/1/LQ/002	T/502/4296	L1
Video Software	Optional	CQ6/1/LQ/003	K/502/4392	L1
Website Software	Optional	CQ0/1/LQ/001	L/502/4630	L1
Word Processing Software	Optional	CQ1/1/LQ/001	L/502/4627	L1

4 Assessment and verification

4.1 Assessment process

The assessment process for the **OCNLR Level 1 Qualifications in Progression (QCF)** 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 verified at the Centre;
- The portfolios of assessed evidence will be externally verified by an OCN London Quality Reviewer.

There is no additional external assessment for this qualification.

4.2 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 the Appendix 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.

4.3 Additional information about ITQ Units

To contribute towards achievement of the ITQ units it is necessary that the assessment tasks have a real end purpose that is beyond the production of ITQ evidence and must have an audience other than the learner. Valid evidence can come from those seeking employment, or learning and studying for non IT subjects.

4.4 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 learners 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.

4.5 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 of the qualification are expected to be qualified to make assessment decisions, each assessor must be capable of carrying out the full requirements within the competency units they are assessing.

Each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding.

For ITQ units specifically, assessors and internal verifiers should have an appropriate IT qualification at Level 4 or above.

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.

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.
Evidence	Evidence could include tutor record, learner record, peer checklist, summary of discussion, audio-visual / photographic record or 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.

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.

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.

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.

Performance / exhibition

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

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.

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.

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.

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.

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.

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 learned 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.

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.	
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.	
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.

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 QCF Descriptors

Summary Level 1	Knowledge and understanding	Application and action	Autonomy and accountability
<p>Achievement at Level 1 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>

A large, thick, blue curved line that starts from the bottom left and curves upwards and to the right, framing the contact information.

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