



## **Qualification Guide**

### OCNLR Level 3 Qualifications in Information, Advice or Guidance



# OCN London Qualification Guide

OCNLR Level 3 Award in Information, Advice or Guidance  
Qualification No: 600/9609/3

OCNLR Level 3 Certificate in Information, Advice or Guidance  
Qualification No: 600/9612/3

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;
- 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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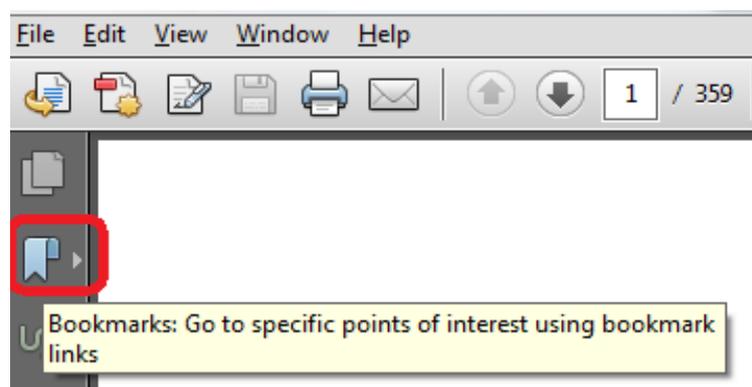
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## 1 General Information

This qualification guide contains details of everything you need to know about the **OCNLR Level 3 Qualifications in Information, Advice or Guidance**. 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 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 Approved Centre but wish to use these Qualifications, then please contact the Administrative team at OCN London for details of the Centre Recognition Application process.

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How to enable bookmarks in [Adobe Reader](#)



## 2 Qualification Overview

The **OCNLR Level 3 Qualifications in Information, Advice or Guidance** aim to create a career pathway for learners in information, advice or guidance and to fill the acknowledged gap in provision for those giving information, advice or guidance at this level. Research undertaken by ENTO for the Sector Qualification Strategy<sup>1</sup> identified that only a small range of qualifications were available to the advice or guidance sector with little or no choice at most levels.

The qualifications are an important innovation in that they have been developed to acknowledge and underpin the practice of those who may deliver information, advice or guidance as part of their role, while not employed primarily in that capacity. They provide flexible credit-based qualifications that are responsive both to the needs of the learner (the employee) and the employer and show incrementally what a learner has achieved.

The **OCNLR Level 3 Award in Information, Advice or Guidance** provides learners with an opportunity to obtain a qualification which is smaller in size than previously offered.

The **OCNLR Level 3 Certificate in Information, Advice or Guidance** provides an opportunity for those who have completed the **OCNLR Level 2 Award in Information, Advice or Guidance** to progress to a qualification offering specialist pathways and a greater degree of challenge.

The qualifications will be beneficial in three key areas:

- To the learner, who will become better skilled and confident in information, advice or guidance delivery
- To the organisation, to which the learner is attached as the learner's practice becomes more informed and confident
- To the client, who will receive a higher quality service.

The qualifications were developed with:

- Education National Training Organisation (ENTO)
- Lifelong Learning UK (LLUK)

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<sup>1</sup> UK Qualification Strategy for Career Guidance, Lifelong Learning UK, 2009

- Children's Workforce Development Council( CWDC)
- Voluntary Sector Organisations including National Citizens Advice Bureau
- Museums, Libraries and Archive Council and the local Library Service
- Private Training Providers, for example A4E
- FE Colleges
- General Advice Sector, for example Advice UK
- Careers Education Sector
- Schools and 14-19 education service providers

The **OCNLR Level 3 Qualifications in Information, Advice or Guidance** are accredited by Ofqual, the qualifications regulator for England, and are registered on the Regulated Qualifications Framework (RQF).

## 2.1 Qualification levels

The **OCNLR Level 3 Qualifications in Information, Advice or Guidance** can be achieved as an Award or a Certificate at Level 3.

### Level 3 Award

- Qualification Number: 600/9609/3
- Qualification credit value: 9
- Operational start date: 1 July 2013
- Review date: 30 September 2019
- Guided Learning Hours (GLH): 63
- Assessment requirements: Internally assessed, internally and externally moderated

### Level 3 Certificate

- Qualification Number: 600/9612/3
- Qualification credit value: 24
- Operational start date: 1 July 2013
- Review date: 30 September 2019
- Guided Learning Hours (GLH):168
- Assessment requirements: Internally assessed, internally and externally moderated

## 2.2 Purpose of the qualification

The purpose of the qualifications is to provide the learner with an understanding of the role of an Information, Advice and Guidance worker and the skills used in this area.

In achieving the qualifications learners will have understood the contexts for the delivery of information, advice or guidance and the importance of effective communication skills in information, advice or guidance delivery.

In achieving the qualifications learners will also acquire an understanding of advice and guidance in the context of their own organisation as well as the importance of relevant policies to the Information, Advice or Guidance role.

## 2.3 Who the qualifications are for

The **OCNLR Level 3 Qualifications in Information, Advice or Guidance** have been developed for learners working in this field to share good practice and build confidence in their ability to fulfil their role as providers of advice at this level in a range of contexts. The qualifications give support to those working as advice or guidance providers to be able to guide those they are supporting to make informed choices.

The qualifications are particularly suitable for those who:

- Deliver information, advice or guidance and who want recognition for the work that they do
- Have an interest and/or some involvement in information, advice or guidance delivery but not as their primary role, for example:
  - First line staff - receptionists, secretaries, learner support workers, mentors
  - People working in voluntary organisations in a paid or unpaid capacity
  - People working with further, adult or community groups - full time or part time tutors, outreach workers
  - Members of staff working formally or informally with young people in Integrated Youth Support Services including Young People's Services, Connexions, Children's Workforce Development Council and Adults Advancement and Careers Service.

## 2.4 Entry guidance

The minimum age for access to the qualification is **19** years.

## 2.5 Additional information

### Restrictions on Learner Entry

The demands and nature of the qualifications and the assessment requirements are such that learners will need to have literacy skills which are at least Level 2 of the National Standards for Adult Literacy or be working towards this standard. To meet this requirement learners may have achieved or be working towards Functional Skills at Level 2 in English, which aligns with the Level 2 adult literacy standards.

The learner will need to be able to:

- Read and interpret given tasks
- Provide answers that are clear, logical and understandable
- Organise relevant information clearly and coherently.

Learners will also need to have a minimum level of experience in the delivery of information, advice or guidance.

### Relationship with National Occupational Standards and Matrix Standards

The **OCNLR Level 3 Qualifications in Information, Advice or Guidance** qualifications are related to the National Occupational Standards (NOS) for Advice and Guidance (2006) developed by ENTO. The qualifications also provide a significant amount of knowledge, understanding and skills development that underpins occupational competence in information, advice or guidance as identified in the Matrix Standards.

## 2.6 Progression and related qualifications

The **OCNLR Level 3 Qualifications in Information, Advice or Guidance** enable progression to employment, further learning opportunities within employment, or further study.

The qualifications at this level demonstrate how OCNLR accreditation offers a range of routes to vocational competence and the opportunity for learners to choose a flexible route into either employment or training, which allows them start at a point from which they feel confident.

Learners who have successfully completed the **OCNLR Level 3 Award in Information, Advice or Guidance** will be able to progress to:

- OCNLR Level 3 Certificate in Information, Advice or Guidance
- Level 3 competence qualification in Information, Advice or Guidance.
- Other appropriate Level 3 provision, for example teaching adults, facilitating group learning or mentoring.

Learners who have successfully completed the **OCNLR Level 3 Certificate in Information, Advice or Guidance** will be able to progress to:

- Level 3 competence qualification in Information, Advice Guidance
- Other appropriate Level 3 provision, for example teaching adults, facilitating group learning or mentoring.

### 3 Structure of the Qualification

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

3.1.1 The **OCNLR Level 3 Award in Information, Advice or Guidance** comprises of 2 mandatory units. In order to gain the Award the learner must achieve 9 credits.

#### 3.1.2 Qualification units

| OCNLR Unit Code | Ofqual Unit Reference Number | Unit Title  | Mandatory or Optional | Credit Value | Level | GLH |
|-----------------|------------------------------|---|-----------------------|--------------|-------|-----|
| PS3/3/LQ/002    | J/502/7994                   | Applying Interaction Skills for Information, Advice or Guidance | Mandatory             | 6            | 3     | 42  |
| PS3/3/LQ/001    | A/502/8950                   | Information, Advice or Guidance in Practice                     | Mandatory             | 3            | 3     | 21  |

*For Unit Content see Unit Book*

#### 3.2 Rules of Combination for achieving the Certificate

3.2.1 The **OCNLR Level 3 Certificate in Information, Advice or Guidance** comprises of 2 mandatory units and 19 optional units. In order to gain the Certificate the learner must achieve 15 credits from the Optional units.

#### 3.2.2 Qualification units

| OCNLR Unit Code | Ofqual Unit Reference Number | Unit Title  | Mandatory or Optional | Credit Value | Level | GLH |
|-----------------|------------------------------|---|-----------------------|--------------|-------|-----|
| PS3/3/LQ/002    | J/502/7994                   | Applying Interaction Skills for Information, Advice or Guidance | Mandatory             | 6            | 3     | 42  |
| PS3/3/LQ/001    | A/502/8950                   | Information, Advice or Guidance - Principles and Practice       | Mandatory             | 3            | 3     | 21  |

|              |            |   |          |   |   |    |
|--------------|------------|---|----------|---|---|----|
| PS3/3/LQ/008 | D/502/7547 | Developing Interview Skills for Advice Work - Benefits                                    | Optional | 1 | 3 | 7  |
| PS3/3/LQ/005 | H/502/7548 | Developing Interview Skills for Advice Work - Debt  | Optional | 1 | 3 | 7  |
| PS3/3/LQ/006 | K/502/7549 | Developing Interview Skills for Advice Work - Employment                                  | Optional | 1 | 3 | 7  |
| PS3/3/LQ/007 | D/502/7550 | Developing Interview Skills for Advice Work - Housing                                     | Optional | 1 | 3 | 7  |
| PS3/3/LQ/009 | H/502/7551 | Developing Interview Skills for Advice Work - Refugees, Immigrants or Asylum Seekers      | Optional | 1 | 3 | 7  |
| PS3/3/LQ/010 | L/502/7995 | Information, Advice or Guidance Work with Groups  | Optional | 3 | 3 | 21 |
| PS3/3/LQ/011 | R/502/7996 | Managing Statistical Information to Support Information, Advice or Guidance Practice      | Optional | 3 | 3 | 21 |
| PS3/3/LQ/012 | Y/502/7997 | Managing, Accessing and Creating Information Resources in Information, Advice or Guidance | Optional | 3 | 3 | 21 |
| PS3/3/LQ/013 | H/502/7999 | Operating within Networks to Support Information, Advice or Guidance                      | Optional | 3 | 3 | 21 |
| PS3/3/LQ/004 | J/502/8000 | Organising and Administering Job Brokerage  | Optional | 3 | 3 | 21 |
| PS3/3/LQ/014 | F/502/7993 | Providing Information to Clients  | Optional | 3 | 3 | 21 |
| PS3/3/LQ/015 | A/502/7555 | Providing Information, Advice and Referral to   | Optional | 1 | 3 | 7  |

|              |            |   |          |   |   |    |
|--------------|------------|---|----------|---|---|----|
|              |            | Support Learner Progression   |          |   |   |    |
| PS3/3/LQ/016 | L/502/8001 | Referral in Information, Advice or Guidance Practice                                | Optional | 3 | 3 | 21 |
| PS3/3/LQ/017 | R/502/8002 | Reflecting on Own Practice in Information, Advice or Guidance                       | Optional | 3 | 3 | 21 |
| PS3/3/LQ/018 | F/502/7556 | Understand Career-related Interviewing Skills to Enable Learner Progression         | Optional | 3 | 3 | 21 |
| PS3/3/LQ/019 | T/502/7750 | Understanding Learner Progression Opportunities                                     | Optional | 1 | 3 | 7  |
| PS3/3/LQ/003 | Y/502/8003 | Working with Employers in Job Brokerage   | Optional | 3 | 3 | 21 |
| PS3/3/LQ/020 | D/502/8004 | Working with Job Seekers in Job Brokerage   | Optional | 3 | 3 | 21 |
| PS3/3/LQ/021 | H/502/8005 | Working within Information, Advice or Guidance Operational Standards and Frameworks | Optional | 3 | 3 | 21 |

*For Unit Content see Unit Book*

## 4 Assessment and Moderation

### 4.1 Assessment process

The assessment process for the **OCNLR Level 3 Qualifications in Information, Advice or Guidance** 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 Quality Reviewer.

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) 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 these qualifications are 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 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

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.

#### 4.5 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 national standardisation if requested.

OCN London will notify Centres of the required sample for national standardisation purposes. Assessment materials, learners' evidence and tutor feedback will be collected by Quality Reviewers on behalf of OCN London.

Outcomes from national standardisation will be available to Centres through OCN London.

#### 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 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.

#### 4.7 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 units they are assessing. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

##### **Sufficiently knowledgeable**

Each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency.

## Appendix A OCNLR Assessment Guidance

|  |   |
|--|---|
| <p><b>Case Study</b><br/>         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 <b>or</b> may be used with individual learners as a written activity through case study materials and learner responses.</p> |   |
| <b>Level Three</b>   |   |
| <b>Activity</b>  | Case studies should allow the application of knowledge in a range of complex areas, in a variety of familiar and unfamiliar contexts. Discussion should be guided but self-directed (group). Written work should allow for autonomy, evaluation and reasoned judgements to be made (GL = 1000 words). |
| <b>Assessed by</b>   | Assessed through peer assessment, self-assessment, tutor observation or assessment or written work.   |
| <b>Evidence</b>  | Evidence could include tutor record, learner record, peer checklist, summary of discussion, audio-visual / photographic record or written work.   |

|  |   |
|--|---|
| <p><b>Essay</b><br/>         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.</p> |   |
| <b>Level Three</b>   |   |
| <b>Activity</b>  | The essay subject should allow the learner to access and evaluate information independently, to analyse information and to make reasoned judgements and demonstrate comprehension of relevant theories. Learners should be given information on possible structures for an essay and for the criteria for achievement. GL = 1000 words. |
| <b>Assessed by</b>   | Assessed by the tutor.  |
| <b>Evidence</b>  | 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 Three**

|                    |  |
|--------------------|--|
| <b>Activity</b>    | Discussion should allow for consideration of a range of complex topics and in a variety of familiar and unfamiliar contexts.               |
| <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 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 Three**

|                    |   |
|--------------------|---|
| <b>Activity</b>    | Questions should cover a wide range of knowledge and contexts. They should allow responses to unfamiliar and unpredictable problems. The process may be time limited and formal, or may be a structured two-way discussion. |
| <b>Assessed by</b> | Assessed by tutor, with a degree of self-assessment and evaluation of own learning.   |
| <b>Evidence</b>    | Evidence could include tutor record, learner log or audio-visual record.  |

**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 Three**

|                    |   |
|--------------------|---|
| <b>Activity</b>    | Practical demonstrations should allow for the application of skills and knowledge in a range of complex areas and in a variety of familiar and unfamiliar contexts. |
| <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.           |

**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 Three**

|                    |   |
|--------------------|---|
| <b>Activity</b>    | Practice evidence should be chosen to demonstrate the application of knowledge and skills in a range of complex activities. Learners should be expected to select appropriate and relevant evidence with minimal guidance, and to present the evidence in a structured format with sufficient information to demonstrate achievement. |
| <b>Assessed by</b> | Assessed through discussion with the tutor.   |
| <b>Evidence</b>    | Evidence could include structured file with tutor feedback.   |

**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 Three**

|                    |  |
|--------------------|--|
| <b>Activity</b>    | Task should be selected with tutor guidance to allow the demonstration of knowledge and skills in a range of areas and contexts, and to show the use of reasoned judgements. The project should be planned and completed within an agreed timescale. |
| <b>Assessed by</b> | Assessed through tutor / learner discussion and self-assessment.   |
| <b>Evidence</b>    | 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 Three**

|                    |  |
|--------------------|--|
| <b>Activity</b>    | The reflection process should be written and learners given guidance on appropriate methods. Learners should be asked to record regularly what they have learned and to make judgements on how effective the learning process has been in terms of, for example, usefulness, interest, extension of knowledge / skills, their own learning style and what else they need to learn. |
| <b>Assessed by</b> | Assessed by learner, discussed with the tutor.   |
| <b>Evidence</b>    | 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 Three**

|                    |   |
|--------------------|---|
| <b>Activity</b>    | Report could be presented orally or in written format. Oral presentation should be formal and could include a range of methods. Information should be from a wide range of sources and should be evaluated. Activities should be well defined but could be unfamiliar or unpredictable. Learners should be clear on the criteria for achievement but would be expected to decide on the format and structure of the report. GL = 8 minutes for oral / 1000 words for written. |
| <b>Assessed by</b> | Assessed by tutor and or peers for an oral presentation.  |
| <b>Evidence</b>    | Evidence could include written report with tutor feedback or plan for oral presentation with peer and / or 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 Three**

|                    |  |
|--------------------|--|
| <b>Activity</b>    | Role-plays should allow the application of skills in a range of complex areas and in a variety of familiar and unfamiliar contexts.                      |
| <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.

**Level Three**

|                    |   |
|--------------------|---|
| <b>Activity</b>    | Subjects should allow the application of knowledge in a range of complex areas, in a variety of familiar and unfamiliar context. GL = 1000 words. |
| <b>Assessed by</b> | Assessed through self-assessment and tutor assessment.  |
| <b>Evidence</b>    | Evidence could include tutor record, learner record, summary of 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 Three**

|                    |   |
|--------------------|---|
| <b>Activity</b>    | Questions should cover a wide range of knowledge and contexts, and allow responses to unfamiliar and unpredictable problems. Learners should be encouraged to make use of / interpret knowledge rather than just testing recall. The process may be time limited. |
| <b>Assessed by</b> | Assessed by tutor or external marker (for exams / tests).   |
| <b>Evidence</b>    | Evidence to include written responses and may also include learner responses and tutor feedback.  |

## Appendix B Ofqual Level Descriptors

| Summary   | Knowledge and understanding   | Application and action   | Autonomy and accountability   |
|---|---|--|---|
| <p>Achievement at <b>Level 3</b> reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgment within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.</p> | <p>Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine.</p> <p>Be aware of the nature of the area of study or work.</p> <p>Have awareness of different perspectives or approaches within the area of study or work.</p> | <p>Address problems that, while well defined, may be complex and non-routine.</p> <p>Identify, select and use appropriate skills, methods and procedures.</p> <p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and actions have been.</p> | <p>Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility for supervising or guiding others.</p> |



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