

Qualification Guide

OCNLR Entry Level Qualifications in English (Entry 2)

OCN London Qualification Guide

OCNLR Entry Level Award in English: Reading (Entry 2)
Qualification No: 601/6636/8

OCNLR Entry Level Award in English: Writing (Entry 2)
Qualification No: 601/6642/3

OCNLR Entry Level Certificate in English (Entry 2)
Qualification No: 601/7112/1

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 innovative learning solutions for a wide range of learners and particularly those who have not previously benefitted from education.

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.

To navigate within this Qualification Guide

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General Information

This qualification guide contains details of everything you need to know about the **OCNLR Entry Level Qualifications in English (Entry 2)**. It makes reference to the curriculum areas covered and identifies the learners for whom the qualification has been developed. The guide also covers important aspects of assessment and moderation that are particular to the qualification. The guide should be used by all involved in the delivery and assessment of the qualification. The Account Manager for your Centre will provide support and advice on how to seek approval to offer the qualification.

If you are not yet an OCN London Approved Centre but wish to use these qualifications, then please contact us on enquiries@ocnlondon.org.uk for details of the Centre Approval application process.

Qualification Overview

The **OCNLR Entry Level Qualifications in English (Entry 2)** form part of a suite of qualifications at Entry Level 1 through to Level 1 designed to offer learners the opportunity to develop their core English skills by improving their confidence in learning and filling gaps in their knowledge. The qualifications provide a firm foundation for learners who require a clear progression route through the levels to Functional Skills or GCSE qualifications in English. The units used within the OCNLR Entry Level Qualifications in English (Entry 2) are based on the National Standards and Core Curriculum for Adult Literacy

The **OCNLR Entry Level Qualifications in English (Entry 2)** are regulated by Ofqual, the qualifications regulator for England, and are registered on the Regulated Qualifications Framework (RQF). It is not a licence to practise.

Qualification details

This Qualification is English available at Entry Level 1 through to Level 1.

Entry Level Award in English: Reading (Entry 2)

- Qualification Number: 601/6636/8
- Qualification credit value: 6
- Operational start date: 1st September 2015
- Review date: 30th April 2029
- Total Qualification Time (TQT): 60
- Guided Learning Hours (GLH): 60
- Assessment requirements: internally assessed, internally and externally moderated.

Entry Level Award in English: Writing (Entry 2)

- Qualification Number: 601/6642/3
- Qualification credit value: 6
- Operational start date: 1st September 2015
- Review date: 30th April 2029
- Total Qualification Time (TQT): 60
- Guided Learning Hours (GLH): 60
- Assessment requirements: internally assessed, internally and externally moderated

Entry Level Certificate in English (Entry 2)

- Qualification Number: 601/7112/1
- Qualification credit value: 18
- Operational start date: 1st September 2015
- Review date: 28th November 2025
- Total Qualification Time (TQT): 180
- Guided Learning Hours (GLH): 180

- Assessment requirements: internally assessed, internally and externally moderated

Purpose of the qualifications

The purpose of the **OCNLR Entry Level Qualifications in English (Entry 2)** is to prepare learners for further learning or training, but they are flexible and can be used in a variety of contexts including preparing learners for employment, supporting learners in the workplace or to encourage enthusiasm and develop confidence in learning.

Who the qualifications are for

The **OCNLR Entry Level Qualifications in English (Entry 2)** are flexible and may be taken by any learners who wish to improve their English skills, knowledge and understanding.

Entry guidance

There is no minimum age for access to these qualifications.

Additional information

There are no particular entry requirements, but all learners should undergo an initial assessment to determine the level at which they are working and to map any gaps in their skills or knowledge.

Progression and related qualifications

Progression may be to larger or higher-level qualifications in English. The qualifications may also be taken alongside others where English skills may need to be improved.

Structure of the qualifications

Rules of combination for achievement

The **OCNLR Entry Level Award in English: Reading (Entry 2)** qualification comprises one mandatory unit. Learners must achieve 6 credits in total:

- 6 credits from the mandatory unit.

Ofqual Unit Reference Number	OCNLR Unit Code	Unit Title	Level	Credit Value	GLH
Mandatory					
D/507/3119	GB6/E2/LQ/001	Read for Purpose, Meaning and Information	E2	6	60

The **OCNLR Entry Level Award in English: Writing (Entry 2)** qualification comprises one mandatory unit. Learners must achieve 6 credits in total:

- 6 credits from the mandatory units.

Ofqual Unit Reference Number	OCNLR Unit Code	Unit Title	Level	Credit Value	GLH
Mandatory					
Y/507/3359	GB6/E2/LQ/003	Handwritten Communication in English	E2	6	60

The **OCNLR Entry Level Certificate in English (Entry 2)** qualification comprises three mandatory units. Learners must achieve 18 credits in total.

Ofqual Unit Reference Number	OCNLR Unit Code	Unit Title	Level	Credit Value	GLH
Mandatory					
Y/507/3359	GB6/E2/LQ/003	Handwritten Communication in English	E2	6	60
D/507/3119	GB6/E2/LQ/001	Read for Purpose, Meaning and Information	E2	6	60
J/507/3356	GB6/E2/LQ/002	Speaking and Listening	E2	6	60

Assessment and Moderation

Assessment process

The assessment process for these qualifications are 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.

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.

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.

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.

Standardisation

Standardisation is a process that promotes consistency in the understanding and application of standards in relation to assessment. It:

- compares assessment judgements from different tutor/assessors;
- promotes consistent judgements by different tutor/assessors;
- identifies good practice in assessment;
- promotes the sharing of good practice in assessment between centre staff.

Standardisation events should be held periodically within centres to ensure consistent and effective assessment practice. Standardisation events may also be held by OCN London and it is a requirement that each Centre offering units from these qualifications 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.

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.

Requirements for tutor/assessors

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.

To be 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.




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