

OCN LONDON

QUALIFICATION GUIDE

Level 2 Qualifications in Skills for Professions in the Creative and Digital Industries



OCN London Qualification Guide

OCNLR Level 2 Award in Skills for Professions in the Creative and Digital Industries

Qualification No: 603/2979/8

OCNLR Level 2 Certificate in Skills for Professions in the Creative and Digital Industries

Qualification No: 601/6174/7

OCNLR Level 2 Extended Certificate in Skills for Professions in the Creative and Digital Industries

Qualification No: 601/6272/7

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

We are proud of our long-term role and unique history in providing, 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 Level 2 Qualifications in Skills for Professions in the Creative and Digital Industries](#). 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 the qualifications. The guide should be used by all of those involved in the delivery and assessment of the 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.

Qualification Overview

The **OCNLR Level 2 Qualifications in Skills for Professions in the Creative and Digital Industries** have been developed to provide a flexible approach to study using a range of vocational units within the creative and digital industries: music and performing arts, art and design, creative media and digital media, combined with optional units in employability and learning skills, and 'green' units.

These qualifications are suitable for use in a range of learning situations and lend themselves to the development of individualised learning programmes. They are available in three sizes: Award, Certificate and Extended Certificate.

The Award is for learners wishing to explore vocational study alongside units that may enhance their employability and learning skills. The size of the qualification makes it ideal for learners who are not yet ready to commit to a larger qualification.

The Certificate and Extended Certificate are more substantial qualifications which provide learners with the opportunity to consolidate and extend their learning in preparation for further vocational learning, into employment or on to an apprenticeship.

The **OCNLR Level 2 Qualifications in Skills for Professions in the Creative and Digital Industries** are regulated by Ofqual, the qualifications regulator for England, and are registered on the Regulated Qualifications Framework (RQF).

Qualification details

The **OCNLR Qualifications in Skills for Professions in the Creative and Digital Industries** are available at Level 1 and Level 2. This qualification guide is for Level 2 only.

Level 2 Award

- Qualification Number: 603/2979/8
- Qualification credit value: 6
- Operational start date: 1st March 2018
- Review date: 28th February 2023
- Guided Learning Hours (GLH): 44
- Total Qualification Time (TQT): 60
- Assessment requirements: internally assessed, internally and externally moderated.

Level 2 Certificate

- Qualification Number: 601/6174/7
- Qualification credit value: 18
- Operational start date: 1st June 2015
- Review date: 30th September 2022
- Guided Learning Hours (GLH): 121
- Total Qualification Time (TQT): 180
- Assessment requirements: internally assessed, internally and externally moderated.

Level 2 Extended Certificate

- Qualification Number: 601/6272/7
- Qualification credit value: 27
- Operational start date: 1st June 2015
- Review date: 30th September 2022
- Guided Learning Hours (GLH): 187
- Total Qualification Time (TQT): 270
- Assessment requirements: internally assessed, internally and externally moderated.

Purpose of the qualifications

The [OCNLR Level 2 Qualifications in Skills for Professions in the Creative and Digital Industries](#) have been designed to provide learners with the underpinning skills and knowledge required to enable progress to further study in the creative and digital industries and ultimately to work in this sector.

Who the qualifications are for

The [Level 2 Qualifications in Skills for Professions in the Creative and Digital Industries](#) are suitable for learners who:

- want to progress to/within further education or higher education in the creative and digital industries;
- need to develop learning and employability skills;
- are seeking to take on increased responsibilities in life and work;
- are seeking to enter new work areas and are looking to update and/or add to their employment skills and knowledge.

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.

Progression and related qualifications

The qualifications provide a sound basis for learners to move on to Level 3 qualifications, including Access to Higher Education Diplomas, in subject related to the creative and digital industries, apprenticeships, or to enter employment.

Structure of the Qualification

Rules of combination for achievement

The **OCNLR Level 2 Qualifications in Skills for Professions in the Creative and Digital Industries** are available as an Award, Certificate and Extended Certificate. They comprise a wide range of vocational units relating to the creative and digital industries and a selection of employability (Group 1) and learning skills units (Group 2), and 'green' units (Group 3).

The vocational units within these qualifications are divided into four sub-groups:

- A. Music and Performing Arts
- B. Art and Design
- C. Creative Media
- D. Digital Media

Learners must select **one** vocational sub-group.

Level 2 Award

The Award comprises optional units only; there are no mandatory units. Learners must achieve at least 6 credits in total.

- A minimum of 3 credits must be taken from **one** of the vocational sub-groups in Optional Group 1 (A, B, C or D);
- The remaining 3 credits may be taken from the same sub-group or Optional Groups 2 or 3.
- The unit named immediately below is **not** available for the Award. (This unit is only available for the 'Certificate' and 'Extended Certificate' qualifications).

| | | |
|------------|--------------|---------------------------|
| D/617/4753 | KJ3/2/LQ/012 | Computer Game Development |
|------------|--------------|---------------------------|

Level 2 Certificate

The Certificate comprises mandatory and optional units. Learners must achieve at least 18 credits in total.

- 3 credits from the unit in the Mandatory Group, 'Preparation for Employment in the Creative and Digital Industries';
- 6 credits from **one** of the vocational sub-groups in Optional Group 1 (A, B, C or D);
- The remaining 9 credits may be taken from the same vocational sub-group and/or Optional Groups 2 and 3.

Level 2 Extended Certificate

The Extended Certificate comprises mandatory and optional units. Learners must achieve at least 27 credits in total.

- 3 credits from the unit in the Mandatory Group, 'Preparation for Employment in the Creative and Digital Industries';
- 12 credits from **one** of the vocational sub-groups in Optional Group 1 (A, B, C or D);
- The remaining 12 credits may be taken from the same vocational sub-group and/or Optional Groups 2 and 3.

Qualification units

For unit content please click the Ofqual Unit Reference Number

| Ofqual Unit Reference Number | OCNLR Unit Code | Unit Title | Level | Credit Value | GLH |
|--|-----------------|---|-------|--------------|-----|
| Mandatory | | | | | |
| H/507/2019 | JC1/2/LQ/001 | Preparation for Employment in the Creative and Digital Industries | 2 | 3 | 24 |
| Optional Group 1 – Sub-Group A: Music and Performing Arts | | | | | |
| A/507/2026 | LC1/2/LQ/008 | Acting Methodologies | 2 | 6 | 48 |
| T/505/3362 | LC1/2/LQ/007 | Acting Skills | 2 | 3 | 24 |
| J/507/2028 | LC1/2/LQ/009 | Audition Techniques | 2 | 6 | 48 |
| L/504/7129 | LB4/2/LQ/001 | Choreographing Dance | 2 | 6 | 30 |
| H/507/2036 | LK4/2/LQ/003 | DJ Skills and Demo Production | 2 | 3 | 24 |
| H/504/7136 | LB5/2/LQ/002 | Dance Leadership Skills | 2 | 3 | 27 |
| F/505/3364 | LB5/2/LQ/003 | Develop Varied Dance Pieces | 2 | 3 | 24 |
| M/504/7138 | LC4/2/LQ/011 | Devising Drama | 2 | 3 | 24 |
| K/507/2037 | LK2/2/LQ/001 | Introduction to Sampling | 2 | 3 | 24 |
| L/505/3366 | LB5/2/LQ/001 | Making Dance | 2 | 3 | 24 |
| R/505/3367 | LH8/2/LQ/001 | Multi-Track Audio Recording | 2 | 3 | 24 |
| Y/505/5220 | LF4/2/LQ/003 | Music Analysis | 2 | 3 | 24 |
| R/505/3370 | LK3/2/LQ/003 | Music Marketing and Promotion | 2 | 3 | 24 |
| T/507/2039 | LK3/2/LQ/005 | Music and Sound for Visual Media | 2 | 6 | 48 |
| T/504/7156 | LH1/2/LQ/003 | Music for Performance | 2 | 3 | 24 |
| A/504/7157 | HB1/2/LQ/038 | Oral Storytelling for Performance | 2 | 3 | 24 |
| D/507/2035 | LC1/2/LQ/015 | Performance Improvisation Techniques | 2 | 3 | 24 |
| R/507/2033 | LC1/2/LQ/013 | Performance Planning Skills | 2 | 6 | 48 |
| Y/507/2034 | LC1/2/LQ/014 | Performance Realisation Skills | 2 | 6 | 48 |
| M/505/4803 | LC1/2/LQ/005 | Performing Physical Theatre | 2 | 3 | 24 |
| L/507/2029 | LC1/2/LQ/010 | Performing Text | 2 | 3 | 24 |
| T/505/3376 | LC4/2/LQ/008 | Rehearsal Skills | 2 | 3 | 24 |
| J/507/2031 | LC1/2/LQ/012 | Set Design | 2 | 6 | 48 |
| A/505/3377 | LF5/2/LQ/010 | Song Writing Skills | 2 | 3 | 24 |
| F/505/3378 | LK3/2/LQ/004 | Sound and Music Production | 2 | 3 | 24 |

| | | | | | |
|---|--------------|---|---|---|----|
| T/505/8741 | LC4/2/LQ/009 | Technical Skills for Performance in the Arts | 2 | 3 | 24 |
| F/505/8841 | LK1/2/LQ/008 | Using Sequencing Technology in Composition | 2 | 3 | 24 |
| F/507/2030 | LC1/2/LQ/011 | Voice Skills for Actors | 2 | 3 | 24 |
| Optional Group 1 – Sub-Group B: Art and Design | | | | | |
| A/504/9121 | JA1/2/LQ/001 | Art Appreciation | 2 | 3 | 24 |
| F/504/9122 | JA2/2/LQ/001 | Art Design Style | 2 | 3 | 24 |
| J/504/9123 | JA2/2/LQ/002 | Art Project | 2 | 3 | 20 |
| J/504/7730 | JR1/2/LQ/001 | Ceramics | 2 | 3 | 26 |
| R/504/7732 | JA8/2/LQ/001 | Craft Design Project | 2 | 3 | 22 |
| Y/504/7733 | JA8/2/LQ/002 | Craft Design Style | 2 | 3 | 24 |
| F/507/2058 | JB6/2/LQ/001 | Digital Animation | 2 | 6 | 48 |
| A/507/2060 | JB6/2/LQ/002 | Digital Illustration – Editorial | 2 | 3 | 24 |
| R/504/9125 | KJ1/2/LQ/001 | Digital Photography | 2 | 3 | 21 |
| M/507/2041 | JA1/2/LQ/003 | Discovering Art Design and Cultural Movements | 2 | 3 | 24 |
| Y/504/9126 | JB2/2/LQ/001 | Drawing | 2 | 3 | 24 |
| F/507/2061 | JB2/2/LQ/002 | Fashion Drawing | 2 | 3 | 24 |
| H/504/9128 | JC3/2/LQ/001 | Graphic Design | 2 | 3 | 21 |
| J/507/2062 | JK1/2/LQ/002 | Introduction to Fashion Design | 2 | 3 | 24 |
| F/507/2190 | KH3/2/LQ/001 | Introduction to Typography | 2 | 6 | 48 |
| D/504/9130 | JA2/2/LQ/003 | Materials Exploration for Art and Design | 2 | 3 | 17 |
| T/504/9134 | JA1/2/LQ/002 | Presenting Visual Art Work | 2 | 3 | 24 |
| A/504/9135 | JB8/2/LQ/001 | Printmaking | 2 | 3 | 27 |
| Y/507/2051 | DE1/2/LQ/001 | Process in the Development and Realisation of Ideas | 2 | 6 | 48 |
| H/505/3261 | JA8/2/LQ/003 | Produce Craft Work | 2 | 3 | 20 |
| J/504/9137 | JA2/2/LQ/004 | Research Techniques in Visual Art | 2 | 3 | 22 |
| K/507/2054 | JA1/2/LQ/004 | Site-Specific Art Practice | 2 | 3 | 24 |
| R/504/7746 | JK1/2/LQ/001 | Textiles | 2 | 3 | 27 |
| A/506/8493 | KJ1/2/LQ/002 | Use Materials and Resources to Develop Photography Techniques | 2 | 3 | 20 |
| L/504/9141 | JA2/2/LQ/005 | Working to a Visual Arts Brief | 2 | 3 | 20 |

| Optional Group 1 – Sub-Group C: Creative Media | | | | | |
|--|--------------|---|---|---|----|
| M/504/9780 | BA7/2/LQ/002 | Advertising Practice | 2 | 3 | 24 |
| Y/600/8506 | KA2/2/LQ/003 | Awareness of Converging Digital Technology in the Creative Media Sector | 2 | 5 | 40 |
| K/506/7422 | KD1/2/LQ/001 | Broadcast Journalism | 2 | 8 | 65 |
| Y/507/2079 | LF5/2/LQ/011 | Creating a Digital Sound Sequence | 2 | 5 | 40 |
| R/507/2078 | KJ2/2/LQ/007 | Creating a Digital Video Sequence | 2 | 5 | 40 |
| D/505/1735 | KH1/2/LQ/001 | Creating and Publishing Websites | 2 | 4 | 32 |
| M/505/8706 | LC4/2/LQ/006 | Creative Writing Skills | 2 | 3 | 24 |
| A/505/0222 | KJ2/2/LQ/002 | Film Project | 2 | 3 | 24 |
| M/507/2072 | BA1/2/LQ/010 | Introduction to Social Media Channels | 2 | 6 | 48 |
| R/507/2064 | KD1/2/LQ/002 | Journalistic Interviewing Skills | 2 | 2 | 16 |
| M/600/6471 | KA2/2/LQ/002 | Media Audiences and Products | 2 | 5 | 30 |
| Y/507/2065 | KD1/2/LQ/003 | News Reporting | 2 | 3 | 24 |
| Y/507/2020 | KJ2/2/LQ/006 | Pre-Production Skills | 2 | 4 | 30 |
| L/506/7445 | KB2/2/LQ/001 | Producing Radio Broadcasts | 2 | 8 | 65 |
| H/507/2067 | KJ2/2/LQ/005 | Producing a TV Package | 2 | 3 | 24 |
| H/507/2070 | KA2/2/LQ/005 | Research for Creative Media Production | 2 | 3 | 24 |
| F/505/3378 | LK3/2/LQ/004 | Sound and Music Production | 2 | 3 | 24 |
| T/507/2073 | BA1/2/LQ/011 | Using Social Media for Promotion | 2 | 4 | 30 |
| R/504/9139 | KJ2/2/LQ/001 | Using Video | 2 | 3 | 30 |
| M/507/2069 | KJ3/2/LQ/002 | Using a Digital Video Camera | 2 | 2 | 16 |
| K/505/6422 | KJ2/2/LQ/003 | Video Software | 2 | 2 | 15 |
| R/504/9142 | KJ1/2/LQ/003 | Working with Digital Images | 2 | 3 | 24 |
| Y/504/9143 | KA2/2/LQ/001 | Working with Mixed Media | 2 | 3 | 24 |
| L/507/2063 | KA2/2/LQ/004 | Writing for Radio | 2 | 4 | 32 |

| Optional Group 1 – Sub-Group D: Digital Media | | | | | |
|---|--------------|---|---|----|----|
| A/507/2074 | CQ5/2/LQ/006 | 3D Computer Graphics | 2 | 3 | 24 |
| R/507/2100 | CJ4/2/LQ/002 | Adobe Rich Media Communication Using Flash Professional | 2 | 3 | 25 |
| Y/507/2101 | CQ6/2/LQ/006 | Adobe Video Communication Using Adobe Premiere Pro | 2 | 3 | 25 |
| M/507/2086 | CQ5/2/LQ/008 | Adobe Visual Communication Using Photoshop | 2 | 3 | 25 |
| L/507/2080 | CL4/2/LQ/005 | Adobe Web Communication Using Dreamweaver | 2 | 3 | 25 |
| Y/600/8506 | KA2/2/LQ/003 | Awareness of Converging Digital Technology in the Creative Media Sector | 2 | 5 | 40 |
| J/507/2076 | CQ5/2/LQ/007 | Computer Graphics | 2 | 3 | 24 |
| Y/507/2079 | LF5/2/LQ/011 | Creating a Digital Sound Sequence | 2 | 5 | 40 |
| R/507/2078 | KJ2/2/LQ/007 | Creating a Digital Video Sequence | 2 | 5 | 40 |
| D/505/1735 | KH1/2/LQ/001 | Creating and Publishing Websites | 2 | 4 | 32 |
| F/507/2058 | JB6/2/LQ/001 | Digital Animation | 2 | 6 | 48 |
| A/507/2060 | JB6/2/LQ/002 | Digital Illustration – Editorial | 2 | 3 | 24 |
| R/504/9125 | KJ1/2/LQ/001 | Digital Photography | 2 | 3 | 21 |
| J/507/2014 | KJ3/2/LQ/003 | Game Design Concepts | 2 | 4 | 30 |
| L/507/2077 | CQ6/2/LQ/007 | Interactive Multimedia Concepts | 2 | 5 | 40 |
| D/507/2018 | KD1/2/LQ/004 | Internet Broadcasting | 2 | 8 | 65 |
| J/503/9837 | CL4/2/LQ/001 | Mobile Application Design | 2 | 4 | 30 |
| R/503/9839 | CL4/2/LQ/002 | Mobile Device Application Production | 2 | 4 | 30 |
| Y/507/2020 | KJ2/2/LQ/006 | Pre-Production Skills | 2 | 4 | 30 |
| L/503/9838 | CL4/2/LQ/003 | Producing Visual Assets for Mobile Device Operating System Applications | 2 | 4 | 30 |
| R/504/9139 | KJ2/2/LQ/001 | Using Video | 2 | 3 | 30 |
| M/507/2069 | KJ3/2/LQ/002 | Using a Digital Video Camera | 2 | 2 | 16 |
| K/505/6422 | KJ2/2/LQ/003 | Video Software | 2 | 2 | 15 |
| R/504/9142 | KJ1/2/LQ/003 | Working with Digital Images | 2 | 3 | 24 |
| Y/504/9143 | KA2/2/LQ/001 | Working with Mixed Media | 2 | 3 | 24 |
| D/617/4753 | KJ3/2/LQ/012 | *Computer Game Development | 2 | 10 | 80 |

*Unit not available for the Award.

| Optional Group 2 – Employability and Learning Units | | | | | |
|---|--------------|---|---|---|----|
| M/505/1481 | PA1/2/LQ/045 | Applying for a Job | 2 | 2 | 16 |
| A/505/1225 | PA1/2/LQ/030 | Career Planning | 2 | 3 | 20 |
| M/616/8892 | CN0/2/LQ/004 | Collaborative Working Using Digital Technology | 2 | 3 | 24 |
| D/505/1735 | KH1/2/LQ/001 | Creating and Publishing Websites | 2 | 4 | 32 |
| A/505/1970 | CP2/2/LQ/002 | Databases | 2 | 3 | 24 |
| A/616/8894 | CN0/2/LQ/006 | Digital Content Creation – Audio and Video | 2 | 4 | 32 |
| F/616/8895 | CN0/2/LQ/007 | Digital Content Creation – Text and Image | 2 | 3 | 24 |
| H/504/6312 | RA1/2/LQ/034 | Effective Communication in the Workplace | 2 | 3 | 30 |
| F/507/2013 | JC1/2/LQ/002 | Effective Learning in the Creative Industries | 2 | 3 | 24 |
| T/505/1482 | PA1/2/LQ/049 | Effectiveness at Work | 2 | 2 | 16 |
| A/503/9897 | AB1/2/LQ/004 | Generating and Assessing a Business Idea | 2 | 2 | 14 |
| A/505/1483 | PA1/2/LQ/031 | Health and Safety in the Workplace | 2 | 2 | 16 |
| R/507/0590 | PA1/2/LQ/065 | IT Communication Fundamentals in the Workplace | 2 | 2 | 15 |
| H/507/0593 | PA1/2/LQ/064 | IT Software Fundamentals in the Workplace | 2 | 3 | 20 |
| D/506/1052 | HB1/2/LQ/045 | Improving own Learning and Performance | 2 | 3 | 24 |
| Y/616/8899 | CN0/2/LQ/011 | Improving Personal Productivity | 2 | 3 | 24 |
| L/505/1486 | PA1/2/LQ/041 | Interview Skills | 2 | 1 | 8 |
| H/504/6326 | PA1/2/LQ/037 | Introduction to Self-Employment | 2 | 3 | 22 |
| J/505/1504 | PA1/2/LQ/039 | Learning from Work Placement | 2 | 2 | 16 |
| F/504/8763 | FN2/2/LQ/004 | Oral Communication Skills | 2 | 3 | 24 |
| Y/507/0591 | PA1/2/LQ/067 | Practical Presentation Skills | 2 | 3 | 24 |
| A/505/1497 | PA1/2/LQ/032 | Preparing for an Interview | 2 | 1 | 8 |
| H/507/2019 | JC1/2/LQ/001 | Preparation for Employment in the Creative and Digital Industries | 2 | 3 | 24 |

| | | | | | |
|---|--------------|--|---|---|----|
| M/505/1500 | PA1/2/LQ/046 | Preparing for Work Placement | 2 | 1 | 8 |
| J/616/8901 | CN0/2/LQ/013 | Programming Fundamentals | 2 | 4 | 32 |
| F/505/1503 | PA1/2/LQ/036 | Searching for a Job | 2 | 1 | 8 |
| R/505/1506 | PA1/2/LQ/047 | Solving Work-Related Problems | 2 | 2 | 18 |
| A/505/2150 | CP3/2/LQ/002 | Spreadsheets | 2 | 3 | 24 |
| D/507/0592 | PA1/2/LQ/063 | Teambuilding Skills | 2 | 3 | 24 |
| M/504/6328 | PA1/2/LQ/043 | Time Management | 2 | 2 | 20 |
| T/503/9901 | AB1/2/LQ/007 | Understanding How to Sell a Product or Service | 2 | 2 | 14 |
| F/504/9377 | PA1/2/LQ/053 | Understanding Opportunities in Work-based Learning and Apprenticeships | 2 | 1 | 8 |
| L/503/9905 | AB1/2/LQ/009 | Understanding the Uses of Social Media for Business | 2 | 2 | 16 |
| T/505/2163 | CP0/2/LQ/003 | Word Processing | 2 | 3 | 24 |
| D/505/1508 | PA1/2/LQ/034 | Working in a Team | 2 | 3 | 24 |
| Y/505/1510 | PA1/2/LQ/051 | Working with Colleagues | 2 | 2 | 16 |
| Optional Group 3 – ‘Green’ Units | | | | | |
| A/650/2012 | QA2/2/LQ/003 | Environmental Issues | 2 | 3 | 24 |
| A/617/3528 | SA1/2/LQ/001 | Ethical and Political Issues Relating to Land-Based Activities | 2 | 2 | 16 |
| M/650/1985 | QA1/2/LQ/002 | Exploring Careers in the Green Industries | 2 | 1 | 8 |
| F/650/2014 | QA1/2/LQ/005 | Global Warming and Climate Change | 2 | 2 | 16 |
| M/650/2019 | QA2/2/LQ/004 | Introduction to Sustainability | 2 | 1 | 8 |
| Y/650/1988 | QA1/2/LQ/003 | Investigate an Environmental Issue | 2 | 3 | 24 |
| F/650/1980 | QA1/2/LQ/001 | Project in Sustainability | 2 | 3 | 27 |
| M/504/7849 | AA3/2/LQ/005 | Supporting Sustainability in an Office Environment | 2 | 2 | 16 |
| Y/650/2011 | QA1/2/LQ/004 | Sustainability Issues in Industry | 2 | 3 | 24 |

Barred combinations

The following units cannot be taken together

| Unit Title | Ofqual Unit Reference Number | | Unit Title | Ofqual Unit Reference Number |
|---|------------------------------|-----------------------|-----------------|------------------------------|
| Digital Content Creation – Text and Image | F/616/8895 | May not be taken with | Word Processing | T/505/2163 |

Assessment and Moderation

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.

Devising assessments

Each unit has a supplementary page with suggestions for the types of assessment activities that can be used to assess learners against the unit. Tutor/assessors should refer to this page before devising assessment tasks.

OCN London assessment guidance relevant to the units in the qualifications is in the [OCNLR Assessment Guidance and Ofqual Level Descriptors](#) section 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.

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.

Tutor/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 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 the 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/assessor 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 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 tutor/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 tutor/assessor.

To be sufficiently knowledgeable

Each tutor/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.

OCNLR Assessment Guidance and Ofqual Level Descriptors

For OCN London's Assessment Guidance and Ofqual's Level Descriptors relevant to these qualifications, please click on the link below.

[**Level 2 Assessment Guidance and Ofqual's Level Descriptors**](#)

About OCN London

OCN London is a well-established national awarding organisation with over 25 years' experience in accrediting learning. We are a not-for-profit organisation with charitable status, dedicated to widening participation in learning and training, social inclusion and employability. We are also a market leader in the recognition of achievement through credit-based units and qualifications. Based in London, we work with centres both across the UK and abroad, offering national qualifications and accredited programmes.

Our mission is to provide opportunities for people from across society to benefit from learning, particularly those who have not previously benefitted from education.

Why work with us?

- We are agile and responsive. This means you will get a personal service with direct access to a named contact and a quick turnaround.
- We pride ourselves on our close relationships with centres. The people we work with see us as a trusted partner, not just a supplier.
- We want to help you get the best from your learners and employees.
- We have a reputation for high quality. The OCN London brand carries national recognition and kudos.
- We are flexible and recognise the importance of accommodating the needs of different learners and different learning styles.
- We offer exceptional value for money. Just ask the people we work with.
- We are committed to the belief that learning can change lives.

OCN London is regulated by Ofqual and the Quality Assurance Agency for Higher Education.

If you would like to deliver any of these qualifications, please contact our Curriculum Development Team on **020 7689 5867**.

For further information call **020 7278 5511**. E: enquiries@ocnlondon.org.uk

Or visit our website: www.ocnlondon.org.uk