

Qualification Guide

OCNLR Level 1 Certificate in Learning and Employability
Skills for Progression to Vocational Study

OCN London Qualification Guide

OCNLR Level 1 Certificate in Learning and Employability Skills for
Progression to Vocational Study
Qualification No: 601/8912/5

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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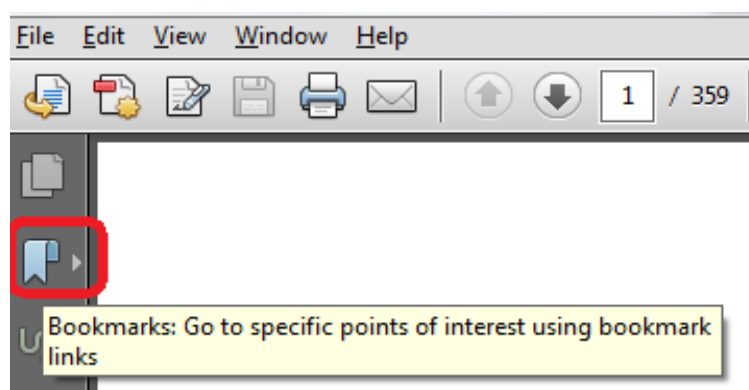
1 General Information

This qualification guide contains details of everything you need to know about the **OCNLR Level 1 Certificate in Learning and Employability Skills for Progression to Vocational Study** qualification. 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 moderation that are particular to this qualification. The guide should be used by all of those involved in the delivery and assessment of this qualification.

The Curriculum Development Manager (CDM) for your centre will provide support and advice on how to seek approval to offer this qualification. 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 this qualification, then please contact OCN London for details of the Centre Approval 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:



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2 Qualification Overview

The **OCNLR Level 1 Certificate in Learning and Employability Skills for Progression to Vocational Study** qualification has been developed to provide a flexible approach to study using a range of units combining 'learning skills' at Level 1 and 'employability skills' at Level 2.

The qualification has been designed to provide learners with the necessary learning and employability skills to progress to Level 2 vocational study. It is suitable for use in a range of learning situations and lends itself to the development of individualised learning programmes.

The **OCNLR Level 1 Certificate in Learning and Employability Skills for Progression to Vocational Study** qualification has been designed to fit with the requirements of the Department for Education's (DfE) 16 – 19 Study Programme initiative as the substantial core qualification element for learners who are not yet at a Level 2 standard. This means that the size of the qualification allows for the other required elements of maths, English, work experience and enrichment activities to be taken simultaneously. For further information about 16 – 19 Study Programmes, please see the DfE publication by clicking [here](#).

The **OCNLR Level 1 Certificate in Learning and Employability Skills for Progression to Vocational Study** qualification is accredited by Ofqual, the qualifications regulator for England and Northern Ireland, and registered on the Regulated Qualifications Framework (RQF).

2.1 Qualification level

The **OCNLR Level 1 Certificate in Learning and Employability Skills for Progression to Vocational Study** is a Level 1 qualification.

Level 1

- Qualification Number: 601/8912/5
- Qualification credit value: 32
- Operational start date: 1 June 2016
- Review date: 31 May 2024
- Total Qualification Time (TQT): 320 hours
- Guided Learning Hours (GLH): 272
- Assessment requirements: Internally assessed, internally and externally moderated.

2.2 Purpose of the qualification

The **OCNLR Level 1 Certificate in Learning and Employability Skills for Progression to Vocational Study** has been designed to provide learners with the skills and knowledge required to progress to vocational study, in any sector. It offers an opportunity to develop essential learning and employability skills to create a firm foundation for successful progression to Level 2 vocational qualifications.

2.3 Who the qualification is for

The qualification is for learners aged 14+ who wish to progress to vocational study at Level 2.

Learners may be:

- on a full-time study programme;
- wishing to progress to higher level vocational qualifications;
- currently employed and would like a refresher or recognition of their skills;
- currently not in employment and looking to improve their future career prospects.

2.4 Entry guidance

There are no specific entry requirements for this qualification; however, providers must assess the suitability of units for younger learners before delivery.

The minimum age to access this qualification is 14 years.

2.5 Additional information

Indicative content, tutor guidance, schemes of work and assessment tasks are under development for a number of units within this qualification. These are available on request. For further information, please contact your Curriculum Development Manager.

2.6 Progression and related qualifications

On completion of the **OCNLR Level 1 Certificate in Learning and Employability Skills for Progression to Vocational Study**, learners will have the required skills and knowledge to progress to the OCNLR Level 2 Qualifications in Skills for Professions, in a range of vocational areas, or any other vocational qualification at Level 2.

This qualification forms the first step in a clear progression route through to vocational learning or higher education.

Alternatively, learners may progress to employment in entry level roles.

3 Structure of the Qualification

3.1 Rules of combination for achieving the qualification

The **OCNLR Level 1 Certificate in Learning and Employability Skills for Progression to Vocational Study** comprises of optional units which are divided into two groups; Group 1 contains 'learning' units, which are at Level 1. Group 2 contains 'employability' units, which are at Level 2.

In order to gain the Certificate qualification the learner must achieve 32 credits as follows:

- A minimum of 20 credits and maximum of 24 credits from group 1.
- A minimum of 8 credits and maximum of 12 credits from group 2.

3.2 Qualification units

Ofqual Unit Reference Number	OCNLR Unit Code	Unit Title	Group	Credit Value	Level	GLH
H/508/0637	HC7/1/LQ/013	Introduction to Study Skills	O1	3	1	25
K/508/0638	HC7/1/LQ/014	Time Management Skills	O1	2	1	18
A/508/0692	HC7/1/LQ/007	Organisational Skills	O1	3	1	27
D/508/0698	HC7/1/LQ/011	Revision and Exam Skills	O1	3	1	24
F/508/0709	HC7/1/LQ/012	Teamwork Skills	O1	3	1	27
H/508/0699	HD2/1/LQ/001	Speaking and Listening Skills	O1	3	1	27
J/508/0694	HC7/1/LQ/010	Problem Solving Skills	O1	3	1	24
M/508/0639	HC7/1/LQ/009	Presentation Skills	O1	2	1	18
Y/508/0697	HB1/1/LQ/065	Resilience Skills	O1	1	1	9

A/505/9129	HC4/1/LQ/036	Following Instructions	O1	1	1	9
T/508/0691	HC7/1/LQ/006	Note Taking	O1	3	1	24
R/508/1542	HC7/1/LQ/008	Planning and Carrying Out Research	O1	2	1	10
L/508/0695	HD3/1/LQ/025	Punctuation and Grammar	O1	2	1	16
L/508/0700	HD3/1/LQ/028	Spelling	O1	3	1	24
J/508/0713	HD3/1/LQ/027	Writing	O1	3	1	27
R/508/0696	HD3/1/LQ/026	Reading	O1	3	1	27
M/508/0687	HB1/1/LQ/063	Action Planning for Own Development	O1	2	1	16
A/508/5181	HD4/1/LQ/028	Action Planning to Improve Performance in Mathematics	O1	1	1	9
A/508/0689	HB1/1/LQ/064	Critical Thinking	O1	3	1	24
M/508/0690	HC7/1/LQ/005	Essay Writing	O1	3	1	21
F/508/0712	CP0/1/LQ/003	Word Processing	O1	3	1	24
T/508/0710	CP3/1/LQ/002	Spreadsheets	O1	3	1	24
R/508/5221	GA1/2/LQ/005	Communicating in a Practical Environment	O2	3	2	24
Y/508/5222	GA1/2/LQ/007	Developing Practical Skills and Techniques	O2	3	2	24
D/508/5223	GA1/2/LQ/009	Health and Safety in a Practical Environment	O2	1	2	8
H/508/5224	GA1/2/LQ/010	Investigating a Vocational Area	O2	2	2	16

K/508/5225	GA1/2/LQ/011	Participating in a Vocational Taster	O2	2	2	16
M/508/5226	GA1/2/LQ/012	Participating in Vocational Tasters	O2	6	2	48
T/508/5227	GA1/2/LQ/006	Customer Service Skills	O2	3	2	24
A/508/5228	GA1/2/LQ/008	Handling Payment for Goods and Services	O2	2	2	16
L/508/5234	GA1/2/LQ/013	Preparation for Work Experience	O2	1	2	8
R/508/5235	GA1/2/LQ/014	Use of Materials in a Practical Activity	O2	2	2	16
Y/508/5236	Y/508/5236	Use Tools and Equipment for a Practical Activity	O2	2	2	16

For Unit Content please click the Ofqual Unit Reference Number

4 Assessment and Moderation

4.1 Assessment process

The assessment process for the **OCNLR Level 1 Certificate in Learning and Employability Skills for Progression to Vocational Study** 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 Centre Moderator.

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 **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 learners to meet the standards detailed in the assessment criteria. Please contact OCN London for further guidance on devising appropriate assessments.

Centre devised assessments should be scrutinised by the Internal Moderator before use to ensure that they are fit for purpose. Centre devised assessments will be scrutinised by the External Moderator to ensure reliability and validity of assessment.

4.3 Marking assessment activities

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

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

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

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

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

4.4 Standardisation

Standardisation is a process that promotes consistency in the understanding and application of standards; it:

- Establishes statements on the standard of evidence required to meet assessment criteria for units in OCN London qualifications;
- Identifies good practice in assessment;
- Makes recommendations on assessment practice.

It is a requirement of the Centre Approval process that each centre offering the units from the qualification must contribute assessment materials and learners' evidence for standardisation if requested.

OCN London will notify centres of the required sample for standardisation purposes; and assessment materials, learners' evidence and tutor feedback may be collected by Centre Moderators. Outcomes from standardisation will be made available to centres.

4.5 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 of the units they are assessing. This occupational 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.

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

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.
Level Two	
Activity	Case studies should allow the application of knowledge in a number of areas and contexts. Discussion should be directed but should allow for a degree of autonomy (group). Written work should be directed but allow for a degree of autonomy (GL ¹ = 500 words).
Assessed by	Assessed through peer assessment, self-assessment, tutor observation, or assessment of written work.
Evidence	Evidence could include tutor record, learner record, peer checklist, summary of discussion or audio-visual/photographic record or written work.

¹ GL = guidance on length of activity.

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.
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Assessed by	Assessed by the tutor.
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Evidence	Evidence would include the marked essay and tutor feedback.
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Level Two

Activity	The essay subject should be familiar and the response should demonstrate the ability to interpret information, make comparisons and apply knowledge and demonstrate comprehension in a number of different areas. Learners should be given information on the expected structure of the essay and criteria for achievement. GL = 500 words.
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Assessed by	Assessed by the tutor.
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Evidence	Evidence would include the marked essay and tutor feedback.
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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.

Level Two**Activity**

Discussions should allow for consideration of several topics covering a number of contexts. The discussion should be directed, but allow for a degree of learner autonomy.

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.

Level Two

Activity	Open and closed questions should be included, covering a number of topics. Learners should be encouraged to expand on their answers.
Assessed by	Assessed by tutor, with a degree of self-assessment.
Evidence	Evidence could include tutor records, learner log or audio-visual record.

Performance/exhibition

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

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.

Level Two

Activity	The performance/exhibition should be chosen with tutor guidance to allow the demonstration of knowledge and understanding in a range of areas. Provide the opportunity for interpretation of the chosen piece.
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.
Level Two	
Activity	Practical demonstrations should allow the application of skills and knowledge in several areas and contexts. A degree of learner autonomy should be encouraged within the scope of the demonstration.
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.

Level Two

Activity	Practice evidence should be chosen from a number of possible contexts to demonstrate application of a range of skills and/or knowledge. Learners should receive guidance on the type of document which could be appropriate, for example, a list, and advice on how to ensure the documents evidence specific learning outcomes, for example, highlighting sections, notes and on how the file should be presented.
Assessed by	Assessed through discussion with the tutor.
Evidence	Evidence could include structured file with tutor feedback.

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.

Level Two

Activity	Artefact should be selected with tutor guidance to allow the demonstration of skills and the application of knowledge in a range of areas and contexts. A degree of learner autonomy should be encouraged within the scope of the demonstration. The artefact should be completed within an agreed timescale.
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.

Level Two

Activity	Task should be selected with tutor guidance to allow the demonstration of knowledge and understanding in a range of areas and contexts, and the interpretation of information. The project should be completed within an agreed timescale.
Assessed by	Assessed through tutor/learner discussion during and at the end of the process, and through self-assessment.
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.

Level Two

Activity	The reflection process should be written in a structured format that allows some autonomy in recording. Learners should be asked to record regularly what they have learned and to make judgements on the learning in terms of, for example, usefulness, interest, how it has extended their knowledge/skills, what else they need to learn.
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.

Level Two

Activity	Report could be presented in orally or in written format. Oral presentation should be to a familiar audience. Information should be from a range of sources and activities, and from familiar or unfamiliar but predictable contexts. Learners should be clear on possible structures for the report and the criteria for achievement. GL = 4 minutes for oral / 500 words for written. Learners should be given guidance on planning and presentation.
Assessed by	Assessed by tutor and / or peers for an oral presentation.
Evidence	Evidence could include written report with tutor feedback or learner 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 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.

Level Two

Activity	Role-plays should allow the application of skills in several areas and contexts. Role-plays should be directed, but allow for a degree of learner autonomy.
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.
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Assessed by	Assessed through tutor assessment and discussion.
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Evidence	Evidence could include tutor record of observation, summary of discussion and feedback or completed work.
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Level Two

Activity	Subjects should allow the application of knowledge in a number of areas and contexts. Written work should be directed but should allow for a degree of autonomy. GL = 500 words.
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Assessed by	Assessed through self-assessment and tutor assessment.
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Evidence	Evidence could include tutor record, learner record, summary of discussion and feedback or completed work.
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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.

Level Two

Activity	Open and closed questions should be included, covering a number of areas. Learners should be encouraged to make use of/interpret knowledge rather than just testing recall. May be time limited.
Assessed by	Assessed by tutor or external marker (for exams/tests).
Evidence	Evidence to include written responses and may also include learner responses and tutor feedback.

Appendix B Ofqual Level Descriptors

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

Level	Knowledge descriptor (the holder...)	Skills descriptor (the holder can...)
Level 2	<p>Has knowledge and understanding of facts, procedures and ideas in an area of study or field of work to complete well-defined tasks and address straightforward problems.</p> <p>Can interpret relevant information and ideas.</p> <p>Is aware of a range of information that is relevant to the area of study or work.</p>	<p>Select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems.</p> <p>Identify, gather and use relevant information to inform actions.</p> <p>Identify how effective actions have been.</p>



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