Qualification Guide

OCNLR Entry Level Award in Digital Wellbeing (Entry 3)

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Back to contents

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OCNLR Entry Level Award in Digital Wellbeing (Entry 3)
Qualification No: 603/6170/0

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

To locate a section in this electronic guide, click on the heading in the table of contents, on page 4. To return to the contents page, click again on any major heading within the document. Users can of course also scroll through pages in the usual way.

Back to contents

Contents

	Page
General Information	5
Qualification Overview	6
Qualification details	6
Purpose of the qualification	6
Who the qualification is for	6
Entry guidance	7
Progression and related qualifications	7
Structure of the qualification	8
Rules of Combination	8
Qualification units	8
Assessment and Moderation	9
Assessment process	9
Devising assessments	9
Marking assessment activities	9
Standardisation	9
Learning with particular requirements	10
Requirements for tutor/assessors	10

General Information

This qualification guide contains details of everything you need to know about the **OCNLR Entry Level Award in Digital Wellbeing (Entry 3).** 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 this qualification, then please contact us on **enquiries@ocnlondon.org.uk** for details of the Centre Approval application process.

Qualification Overview

The **OCNLR Entry Level Award in Digital Wellbeing (Entry 3)** qualification has been developed to to offer learners the opportunity to develop knowledge and skills on how to use digital technology in a healthy and mindful way.

This is in response to the recognition of the wide-ranging impact of technologies and digital services on people's mental, physical, social and emotional health and the challenge for educators to keep pace with technology whilst providing learners with the support they need to use digital in a healthy and mindful way.

The Awards are part of a suite of Awards designed to develop an understanding of lifestyle choices and other factors that relate to, and impact on, health and wellbeing. The Award can be taken as stand-alone or packaged alongside other qualifications to support general wellbeing.

The **OCNLR Entry Level Award in Digital Wellbeing (Entry 3)** qualification is 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 also available at Level 1.

Entry 3 Award

- Qualification Number: 603/6170/0
- Qualification credit value: 1
- Operational start date: 1st August 2020
- Review date: 31 October 2029
- Total Qualification Time (TQT): 10 hours
- Guided Learning Hours (GLH): 10
- Assessment requirements: internally assessed, internally and externally moderated

Purpose of the qualification

The purpose of the **OCNLR Entry Level Award in Digital Wellbeing (Entry 3)** qualification is to provide learners with an understanding of how to manage their own digital practices, the importance of managing their own digital footprint, how digital technologies can affect health, and the positive and negative effects on wellbeing.

Who the qualification is for

The **OCNLR Entry Level Award in Digital Wellbeing (Entry 3)** qualification is suitable for people who already have basic digital skills but want to improve their knowledge and skills in

developing safe practices when using digital technology and services in a personal, professional or voluntary capacity.

Entry guidance

This qualification is suitable for learners aged 18+. There is no minimum age to access the qualifications. There are no entry requirements but learners are expected to have basic digital skills.

Progression and related qualifications

This qualification provides continuing professional development for learners who may wish to study further Awards at the same level or Level 1, related to health and wellbeing.

Structure of the qualification

Rules of combination for achievement

The **OCNLR Entry Level Award in Digital Wellbeing (Entry 3) qualification** comprises one mandatory unit. Learners must achieve 1 credit in total.

Qualification units

Ofqual Unit Reference Number	OCNLR Unit Code	Unit Title	Level	Credit Value	GLH
J/618/3091	HJ1/E3/LQ/016	Digital Wellbeing	E3	1	10

Assessment and Moderation

Assessment process

The assessment process for this qualification 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 this qualification.

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 this 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 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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