Qualification Guide

OCNLR Entry Level Qualifications in Personal Progress

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OCN London Qualification Guide

OCNLR Entry Level Award in Personal Progress (Entry 1)
Qualification No: 600/8271/9

OCNLR Entry Level Certificate in Personal Progress (Entry 1)
Qualification No: 600/8270/7

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

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.

Contents

	Page
General Information	5
Qualification Overview	6
Qualification details	6
Purpose of the qualifications	7
Who the qualifications are for	7
Entry guidance	7
Additional information	7
Progression and related qualifications	7
Structure of the qualifications	8
Rules of Combination	8
Qualification units	8
Assessment and Moderation	10
Assessment process	10
Additional assessment information	10
Devising assessments	10
Marking assessment activities	11
Standardisation	11
Learning with particular requirements	11
Requirements for tutor/assessors	12
Appendix 1 – Achievement Continuum	13

General Information

This qualification guide contains details of everything you need to know about the **OCNLR Entry Level Qualifications in Personal Progress.** 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

A great deal of commendable work, with learners at and below Entry 1 is undertaken in schools, FE and adult education colleges, residential centres as well as by training organisations including a range of independent providers operating in community based learning environments. Much of this work historically has not been accredited although much of it is recognised as being pioneering and innovative.

These wide ranging qualifications were designed to mirror the best of this practise affording providers the flexibility to either select single units so learners build up credit over time or put together a personalised programme that reflects the needs of their learners.

The **OCNLR Entry Level Qualifications in Personal Progress (Entry 1)** cover areas in communication such as reading, writing and mathematics, development of independent living skills and workplace skills and recognises learner achievement in engaging with the world around them.

The **OCNLR Entry Level Qualifications in Personal Progress** are regulated by Ofqual, the qualifications regulator for England, and are registered on the Regulated Qualifications Framework (RQF).

Qualification details

This Qualification is available at this level only.

Entry 1 Award

- Qualification Number: 600/8271/9
- Qualification credit value: 8
- Operational start date: 1 April 2013
- Review date: 31 October 2029
- Total Qualification Time (TQT): 80
- Guided Learning Hours (GLH): 80
- Assessment requirements: internally assessed, internally and externally moderated.

Entry 1 Certificate

- Qualification Number: 600/8270/7
- Qualification credit value: 14
- Operational start date: 1 April 2013
- Review date: 31st October 2027
- Total Qualification Time (TQT): 140
- Guided Learning Hours (GLH): 140
- Assessment requirements: internally assessed, internally and externally moderated

Purpose of the qualifications

The purpose of the **OCNLR Entry Level Qualifications in Personal Progress** is to recognise personal growth and engagement in learning, development of skills for life and the development of knowledge and/or skills to operate independently and effectively in life learning and work. The qualifications are a useful means of motivating learners to achieve and progress both laterally, through accumulation of credits from selection of units on a personalised programme, or by moving on to a higher level qualification.

Who the qualifications are for

The **OCNLR Entry Level Qualifications in Personal Progress** have been designed for a wide range of learners working at, or below, Entry 1. They can be used equally effectively with those at school as with adults who have particular learning needs and who may not previously have had the opportunity for their learning to be formally accredited.

Entry guidance

The minimum age for access to the qualification is 14 years. There are no entry requirements.

Additional information

The assessment process for the **OCNLR Entry Level Qualifications in Personal Progress** is both different and specific. Details of the specific assessment requirements for these qualifications can be found in the Assessment and Moderation section of this guide.

Progression and related qualifications

The qualifications can help learners achieve a greater degree of independence. After completing the Award a learner could use the credits gained towards a Certificate. Another option would be to gain a new qualification from the suite of OCNLR Entry Level Skills for Independent Living and Employability Qualifications.

Structure of the qualifications

Rules of combination for achievement

The **OCNLR Entry Level Award in Personal Progress (Entry 1) qualification** does not have any mandatory units.
To achieve the Award the learner must achieve 8 credits.

The **OCNLR Entry Level Certificate in Personal Progress (Entry 1) qualification** does not have any mandatory units.
To achieve the Certificate the learner must complete 14 credits.

Qualification units

Ofqual Unit Reference Number	OCNLR Unit Code	Unit Title	Level	Credit Value	GLH
Y/502/4159	HB1/E1/LQ/020	Dealing with Problems	E1	4	40
F/502/4317	HD2/E1/LQ/002	Developing Communication Skills	E1	3	30
F/502/4169	HD6/E1/LQ/024	Developing Community Participation Skills: Getting Out and About	E1	5	50
Y/502/4324	HD6/E1/LQ/025	Developing ICT Skills	E1	4	40
A/502/4168	HD6/E1/LQ/026	Developing Independent Living Skills: Being Healthy	E1	2	20
H/502/4164	HD6/E1/LQ/027	Developing Independent Living Skills: Having Your Say	E1	3	30
K/502/4165	HD6/E1/LQ/028	Developing Independent Living Skills: Keeping Safe	E1	2	20
M/502/4166	HD6/E1/LQ/029	Developing Independent Living Skills: Looking After Your Own Home	E1	2	20
A/502/4154	HB1/E1/LQ/021	Developing Learning Skills: Learning to Learn	E1	5	50
F/502/4320	HD3/E1/LQ/003	Developing Reading Skills	E1	3	30
Y/502/4422	HB1/E1/LQ/022	Developing Self Awareness: All About Me	E1	3	30
R/502/4449	HD6/E1/LQ/030	Developing Skills for the Workplace: Following Instructions	E1	2	20
J/502/4450	HD4/E1/LQ/007	Developing Skills for the Workplace: Getting Things Done	E1	4	40

L/502/4451	HD6/E1/LQ/031	Developing Skills for the Workplace: Health and Safety	E1	2	20
R/502/4452	HB6/E1/LQ/005	Developing Skills for the Workplace: Looking and Acting the Part	E1	2	20
R/502/4323	HD3/E1/LQ/004	Developing Writing Skills	E1	3	30
D/502/4325	HD4/E1/LQ/008	Early Mathematics: Developing Number Skills	E1	2	20
M/502/4331	HD4/E1/LQ/009	Early Mathematics: Measure	E1	2	20
K/502/4327	HD4/E1/LQ/010	Early Mathematics: Position	E1	2	20
T/502/4332	HD4/E1/LQ/011	Early Mathematics: Sequencing and Sorting	E1	3	30
T/502/4329	HD4/E1/LQ/012	Early Mathematics: Shape	E1	2	20
R/502/4161	HB1/E1/LQ/023	Encountering Experiences: Being a Part of Things	E1	3	30
T/502/4203	HB1/E1/LQ/024	Engaging with the World Around You: Events	E1	3	30
F/502/4205	HB1/E1/LQ/025	Engaging with the World Around You: Objects	E1	3	30
R/502/4175	HB1/E1/LQ/026	Engaging with the World Around You: People	E1	3	30
L/502/4160	HB7/E1/LQ/003	Getting on with Other People	E1	4	40
K/502/4439	HB1/E1/LQ/027	Rights and Responsibilities: Everybody Matters	E1	3	30
A/502/4171	HD6/E1/LQ/032	Travel within the Community: Going Places	E1	3	30
D/600/0438	HD4/E1/LQ/013	Understanding What Money is Used For	E1	3	30
F/502/4172	HD6/E1/LQ/033	Using Local Health Services	E1	2	20

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.

Additional assessment information

The assessment process for the **OCNLR Entry Level Qualifications in Personal Progress** is both different and specific. The units are learner-referenced. This means that the learner and provider together can choose what sort of evidence will be relevant for them to produce, taking into account the individual learner's particular needs. They can also decide the level within the broad range of Entry 1 at which to have the learner's achievements recognised.

- 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.
- The achievement continuum (see appendix 1) is the key tool for assessment of these qualifications and should be used to identify a learner's starting point.
- A learner can achieve different learning outcomes/assessment criteria at a different stage on the continuum within the same unit.
- Entry 1 spans a wide range of achievement from 'encounter' experiences to understanding, acquisition of knowledge and application of basic skills to familiar experiences.

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.

Appendix 1 – Achievement Continuum

Developmental Stage	Stage Characteristics	Stage Descriptor
1. Encounter	Characterised by presence and reflex responses.	• Learners are present during an activity or experience. • Any participation is fully prompted by facilitators. • Learners may remain passive or they may resist. • For some learners, being able to tolerate a shared activity may, in itself, be significant. • Learners may show simple, reflex responses to encounters but it will be difficult to tell if any learning has occurred.
2. Early Awareness	Characterised by fleeting attention and inconsistent responses.	• Learners begin to show that they are aware of activities and experiences. They may notice, fleetingly focus on or attend briefly to an object, event or another person. • Learners may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects. • They may begin to respond, although not consistently, to what is happening.
3. Interest	Characterised by more consistent and differentiated reactions.	• Learners begin to show interest in people, events and objects. • They respond more consistently to familiar people, events and objects. • Learners begin to give reactions that show that they can tell the difference between specific people, objects, places and events in their surroundings.
4. Supported Participation	Characterised by co-operation and engagement.	• Learners accept supported participation. • They co-operate with shared exploration. • Learners engage in activities. • They participate in shared activity, although their responses may be supported by staff or other learners.
5. Active Involvement	Characterised by recognition,	• Learners begin to be proactive in their interactions.

	anticipation and proactive responses.	• They may actively strive to reach out, join in or comment in some way on the activity itself or on the actions of responses of other people. • Learners recognise familiar people, events and objects. • They may acknowledge familiar sequences of events and communicate consistent preferences and affective responses.
6. Development	Characterised by remembered responses and intentional communication.	• Learners begin to develop and refine actions and reactions, often by trial and improvement. • They remember responses over short periods of time. • Learners begin to communicate intentionally. They seek attention through eye contact, gesture or action. • They request events or activities.
7. Exploration	Characterised by concentration, recall and observation.	• Learners begin to explore materials in increasingly complex ways. • They concentrate for longer periods and participate in shared activities with less support. • Learners remember responses over more extended periods. • They observe the results of their actions with interest.
8. Initiation	Characterised by established responses and conventional communication.	• Learners begin to initiate activities. • They may respond to options and choices with actions or gestures. • They greet known people and use emerging conventional communication. • Learners maintain established responses over increasing periods of time and anticipate more and more known events. • They actively explore objects and events for more extended periods.
9. Consolidation	Characterised by the formation of skills, knowledge, concepts and understandings.	• Leaners gain, strengthen or make general use of skills, knowledge, concepts or understandings that relate to their experience of the world around them.

		• They are aware of cause and effect and know that certain actions produce predictable results. • Leaners apply potential solutions systematically to problems. • They use single words, gestures, signs or symbols to identify or request familiar objects or to communicate about events and express their feelings.
10. Application	Characterised by the formation of skills, knowledge, concepts and understandings.	• Learners apply their skills, knowledge and understanding to a range of familiar experiences. • They carry out simple tasks in familiar settings and are able to engage in familiar, straightforward routines, anticipating some of the stages. • They are aware of cause and effect and are able to anticipate the effects of a range of familiar actions. • They can review activities, identifying what they enjoy and what they don't. • They are able to access appropriate sources of help when carrying out routine activities. • Leaners can apply knowledge or skills used in one familiar activity to another familiar activity, using this ability to solve simple problems. • Learners can speak or otherwise communicate in simple exchanges and discussions, make requests, ask questions and make statements. • They can listen and respond to requests and follow single-step instructions.

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