

# Qualification Guide

## OCNLR Level 1 Qualifications in Skills for Professions in Early Years

## OCN London Qualification Guide

OCNLR Level 1 Award in Skills for Professions in Early Years  
Qualification No: 603/2530/6

OCNLR Level 1 Certificate in Skills for Professions in Early Years  
Qualification No: 601/8460/7

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

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This qualification guide contains details of everything you need to know about the **OCNLR Level 1 Qualifications in Skills for Professions in Early Years**. 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](mailto:enquiries@ocnlondon.org.uk) for details of the Centre Approval application process.

## Qualification Overview

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The **OCNLR Level 1 Qualifications in Skills for Professions in Early Years** have been developed to provide a flexible approach to study using a range of vocational units in early years combined with optional units in learning skills and 'green' units. The qualifications are suitable for use in a range of learning situations and lend themselves to the development of individualised learning programmes.

The qualifications have been designed to provide the study skills and introductory vocational knowledge to learners who wish to progress within early years related sectors, but who may not yet be at a Level 2 standard. This may be because they have previously not achieved at Level 2, or because they have been out of education for some time. There are also a number of optional 'green' units, designed to enhance awareness of 'green' issues.

The **OCNLR Level 1 Award in Skills for Professions in Early Years** is a qualification for learners wishing to explore vocational study alongside learning skills. The size of the qualification makes it ideal for learners who are not yet ready to commit to a larger qualification.

The **OCNLR Level 1 Certificate in Skills for Professions in Early Years** has been designed to fit with the requirements of the Department for Education's 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 mathematics, English, work experience and enrichment activities to be taken simultaneously.

The **OCNLR Level 1 Qualifications in Skills for Professions in Early Years** 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 available at this level only.

#### Level 1 Award

- Qualification Number: 603/2530/6
- Qualification credit value: 9
- Operational start date: 1st November 2017
- Review date: 31<sup>st</sup> October 2027
- Total Qualification Time (TQT): 90 hours
- Guided Learning Hours (GLH): 81 hours
- Assessment requirements: internally assessed, internally and externally moderated.

#### Level 1 Certificate

- Qualification Number: 601/8460/7

- Qualification credit value: 32
- Operational start date: 1<sup>st</sup> March 2016
- Review date: 31<sup>st</sup> March 2024
- Total Qualification Time (TQT): 320 hours
- Guided Learning Hours (GLH): 278 hours
- Assessment requirements: internally assessed, internally and externally moderated

### Purpose of the qualifications

The purpose of the **OCNLR Level 1 Qualifications in Skills for Professions in Early Years** is to provide learners with the underpinning skills and knowledge required to progress to further study in early years and ultimately to work in this or other related sectors.

### Who the qualifications are for

The qualifications are for learners of all ages who wish to progress within early years related sectors. They offer an opportunity to develop essential study skills along with vocational units to create a firm foundation for successful progression to Level 2 qualifications. The Award is ideal for learners who are not yet ready to commit to a larger qualification.

Learners may be:

- 14-19 years old in full-time study;
- adults who wish to progress to higher level qualifications in early years;
- currently employed in a role in an early years setting and wish to progress;
- currently not in employment and looking to improve their future career prospects.

### Entry guidance

There are no specific entry requirements for these qualifications, however, centres must assess the suitability of units for younger learners before delivery.

### Additional information

Indicative content, tutor guidance, schemes of work and assessment tasks have been developed for a number of units within these qualifications. These are available upon request. For further information please contact your Curriculum and Relationship Development Manager.

### Progression and related qualifications

On completion of the **OCNLR Level 1 Qualifications in Skills for Professions in Early Years** learners will have the required skills and knowledge to successfully study a vocational qualification in the same or related subjects, for example, **OCNLR Level 1 Qualifications in Skills for Professions in Health and Social Care**. These qualifications represent the first step in a progression route through vocational learning or higher education. Alternatively, learners may progress to employment in entry level roles within early years settings.

## Structure of the qualifications

### Rules of combination for achievement

The **OCNLR Level 1 Award in Skills for Professions in Early Years qualification** comprises the choice of one mandatory unit or a range of optional 'green' units, and a number of optional vocational units. Learners must achieve 9 credits in total.

- 3 credits from the 'Introduction to Study Skills' OR 2 credits from the 'Time Management Skills' OR 3 credits from the Group 3 'Green' must be taken from the mandatory units.
- The remaining credits from the vocational units in Group 1.

The **OCNLR Level 1 Certificate in Skills for Professions in Early Years qualification** comprises mandatory and a number of optional units. Learners must achieve 32 credits in total.

- 5 credits must be taken from the mandatory units
- 12 credits from Group 1
- 6 credits from Group 2
- The remaining credits may be taken from Groups 1, 2 or 3.

### Qualification units

Ofqual Unit Reference Number	OCNLR Unit Code	Unit Title	Level	Credit Value	GLH
<b>Mandatory</b>					
<a href="#">H/508/0637</a>	HC7/1/LQ/013	Introduction to Study Skills	1	3	27
<a href="#">K/508/0638</a>	HC7/1/LQ/014	Time Management Skills	1	2	18
<b>Optional Group 1</b>					
<a href="#">L/617/4425</a>	PT1/1/LQ/034	Communicating with Children and Young People	1	3	27
<a href="#">Y/508/0876</a>	PT1/1/LQ/031	Craft Activities with Children and Young People	1	3	27
<a href="#">H/504/8514</a>	HJ2/1/LQ/001	Developing Skills for Listening to Children	1	3	27
<a href="#">D/508/0877</a>	PT1/1/LQ/015	Encourage Children and Young People to Eat Healthily	1	2	16
<a href="#">H/508/0878</a>	PT1/1/LQ/016	Growth and Development of Young Children	1	2	18
<a href="#">J/508/0890</a>	PT1/1/LQ/017	Healthy Eating for Children	1	2	16
<a href="#">Y/508/0893</a>	PT1/1/LQ/018	Human Growth and Development	1	2	18
<a href="#">D/617/4431</a>	PT1/1/LQ/033	Job Opportunities in Children's and Young People's Settings	1	3	27
<a href="#">L/508/1457</a>	PT1/1/LQ/019	Musical Activities for Young Children	1	2	18

<a href="#">R/508/1623</a>	PT1/1/LQ/020	Physical Activities for Young Children	1	3	27
<a href="#">R/508/1461</a>	PT1/1/LQ/021	Practical Health and Safety when with Young Children	1	3	27
<a href="#">A/508/1437</a>	PT1/1/LQ/022	Respecting and Valuing Children	1	2	18
<a href="#">R/508/1458</a>	PT1/1/LQ/023	Science Activities for Children	1	3	27
<a href="#">M/508/1452</a>	PT1/1/LQ/024	Sharing Learning Experiences with Children	1	4	36
<a href="#">F/508/1455</a>	PT1/1/LQ/025	Support Children's Learning through Sensory Play Activities	1	3	27
<a href="#">H/617/4432</a>	PT1/1/LQ/035	Supporting Learners for whom English is not their First Language	1	2	18
<a href="#">Y/508/1459</a>	PT1/1/LQ/026	Technology Activities with Children	1	2	18
<a href="#">L/508/1460</a>	PT1/1/LQ/027	The Intellectual and Language Development of Children	1	3	27
<a href="#">R/508/1444</a>	PT1/1/LQ/028	Treating Children as Individuals	1	2	18
<a href="#">K/617/4433</a>	PT1/1/LQ/036	Understand Schools as Organisations	1	3	27
<a href="#">J/508/1456</a>	PT1/1/LQ/029	Understanding Play	1	3	27
<a href="#">K/508/1451</a>	PT1/1/LQ/030	Understanding Safeguarding in Early Years Settings	1	2	18
<b>Optional Group 2</b>					
<a href="#">M/508/0687</a>	HB1/1/LQ/063	Action Planning for own Development	1	2	16
<a href="#">A/508/5181</a>	HD4/1/LQ/028	Action Planning to Improve Performance in Mathematics	1	1	9
<a href="#">K/616/6509</a>	PA9/1/LQ/012	Awareness of Mental Health and Wellbeing	1	1	8
<a href="#">F/616/8251</a>	CN0/1/LQ/007	Collaborative Working Using Digital Technology	1	3	27
<a href="#">K/508/1935</a>	CR1/1/LQ/001	Creating And Publishing Web Pages	1	3	27
<a href="#">A/508/0689</a>	HB1/1/LQ/064	Critical Thinking	1	3	24
<a href="#">K/503/0967</a>	HB1/1/LQ/031	Developing Confidence and Self-Esteem	1	1	9
<a href="#">L/616/8253</a>	CN0/1/LQ/009	Digital Content Creation – Audio and Video	1	4	36
<a href="#">R/616/8254</a>	CN0/1/LQ/010	Digital Content Creation – Text and Image	1	3	27
<a href="#">M/508/0690</a>	HC7/1/LQ/005	Essay Writing	1	3	21
<a href="#">A/505/9129</a>	HC4/1/LQ/036	Following Instructions	1	1	9
<a href="#">H/616/8257</a>	CN0/1/LQ/013	Improving Personal Productivity	1	3	27

<a href="#">A/615/6776</a>	CN0/1/LQ/003	Internet Safety for IT users	1	3	20
<a href="#">K/616/8258</a>	CN0/1/LQ/014	Introduction to Programming	1	3	27
<a href="#">T/508/0691</a>	HC7/1/LQ/006	Note Taking	1	3	24
<a href="#">A/508/0692</a>	HC7/1/LQ/007	Organisational Skills	1	3	27
<a href="#">R/508/1542</a>	HC7/1/LQ/008	Planning and Carrying Out Research	1	2	10
<a href="#">M/508/0639</a>	HC7/1/LQ/009	Presentation Skills	1	2	18
<a href="#">J/508/0694</a>	HC7/1/LQ/010	Problem Solving Skills	1	3	24
<a href="#">L/508/0695</a>	HD3/1/LQ/025	Punctuation and Grammar	1	2	16
<a href="#">R/508/0696</a>	HD3/1/LQ/026	Reading	1	3	27
<a href="#">Y/508/0697</a>	HB1/1/LQ/065	Resilience Skills	1	1	9
<a href="#">D/508/0698</a>	HC7/1/LQ/011	Revision and Exam Skills	1	3	24
<a href="#">H/508/0699</a>	HD2/1/LQ/001	Speaking and Listening Skills	1	3	27
<a href="#">L/508/0700</a>	HD3/1/LQ/028	Spelling	1	3	24
<a href="#">T/508/0710</a>	CP3/1/LQ/002	Spreadsheets	1	3	24
<a href="#">F/508/0709</a>	HC7/1/LQ/012	Teamwork Skills	1	3	27
<a href="#">D/504/8866</a>	HC1/1/LQ/020	Undertaking an Enterprise Project	1	3	27
<a href="#">F/508/0712</a>	CP0/1/LQ/003	Word Processing	1	3	24
<a href="#">J/508/0713</a>	HD3/1/LQ/027	Writing	1	3	27
<b>Optional Group 3 – ‘Green Units’</b>					
<a href="#">R/618/3370</a>	QA2/1/LQ/003	Environmental Issues	1	3	27
<a href="#">A/618/3377</a>	QA1/1/LQ/003	Ethical and Political Issues Relating to Land-Based Activities	1	2	18
<a href="#">T/618/3376</a>	QA1/1/LQ/002	Exploring Careers in the Green Industries	1	1	9
<a href="#">F/618/3378</a>	QA1/1/LQ/004	Global Warming and Climate Change	1	2	18
<a href="#">R/618/3367</a>	QA2/1/LQ/001	Introduction to Sustainability	1	1	9
<a href="#">T/650/1987</a>	QA1/1/LQ/005	Investigate an Environmental Issue	1	3	27
<a href="#">J/505/2040</a>	QA1/1/LQ/001	Project in Sustainability	1	3	30
<a href="#">F/650/2032</a>	AA3/1/LQ/007	Supporting Sustainability in an Office Environment	1	2	18
<a href="#">T/650/2010</a>	QA1/1/LQ/006	Sustainability Issues in Industry	1	2	18
<a href="#">R/618/3370</a>	QA2/1/LQ/003	Environmental Issues	1	3	27

### Barred combinations

Unit Title	Ofqual Unit Reference Number		Unit Title	Ofqual Unit Reference Number
Digital Content Creation - Text and Image	<a href="#">R/616/8254</a>	May not be taken with	Word Processing	<a href="#">F/508/0712</a>

## Assessment and Moderation

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### 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.

OCN London assessment guidance relevant to the units in these qualifications are 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.

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.

## Assessment Guidance and Ofqual Level Descriptors

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

[Level 1 Assessment Guidance and Ofqual's Level Descriptors](#)



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