Qualification Guide

OCNLR Level 2 Qualifications in Skills for Learning Support Practitioners

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OCN London Qualification Guide

OCNLR Level 2 Award in Skills for Learning Support Practitioners
Qualification No: 601/6454/2

OCNLR Level 2 Extended Award in Skills for Learning Support Practitioners
Qualification No: 601/6455/4

OCNLR Level 2 Certificate in Skills for Learning Support Practitioners
Qualification No: 601/6456/6

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.

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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 Learning Support Practitioners.** 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

The **OCNLR Level 2 Qualifications in Skills for Learning Support Practitioners** have been developed to in conjunction with specialist practitioners and through consultation with a range of learning providers working with learners with learning disabilities.

The content of the qualifications will enable learning support practitioners to understand and support a range of learning difficulties and/or disabilities such as:

- ADHD
- autism spectrum conditions
- learning disabilities
- mental ill health
- profound and multiple learning disabilities
- sight loss (partially sighted or blind)
- dyslexia
- deafness or hearing loss

The qualifications also enable learning support practitioners to understand their role in the classroom, and to develop their skills and knowledge in areas such as:

- positive behaviour management in the classroom
- safeguarding learners

The **OCNLR Level 2 Qualifications in Skills for Learning Support Practitioners** 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 only.

Level 2 Award

- Qualification Number: 601/6454/2
- Qualification credit value: 6
- Operational start date: 1st July 2015
- Review date: 28th November 2026
- Total Qualification Time (TQT): 60
- Guided Learning Hours (GLH): 48
- Assessment requirements: internally assessed, internally and externally moderated.

Level 2 Extended Award

- Qualification Number: 601/6455/4
- Qualification credit value: 10
- Operational start date: 1st July 2015

- Review date: 28th November 2026
- Total Qualification Time (TQT): 100
- Guided Learning Hours (GLH): 80
- Assessment requirements: internally assessed, internally and externally moderated

Level 2 Certificate

- Qualification Number: 601/6456/6
- Qualification credit value: 14
- Operational start date: 1st July 2015
- Review date: 28th November 2026
- Total Qualification Time (TQT): 140
- Guided Learning Hours (GLH): 112
- Assessment requirements: internally assessed, internally and externally moderated

Purpose of the qualifications

The purpose of the **OCNLR Level 2 Qualifications in Skills for Learning Support Practitioners** is to improve services within the education sector for learners with special educational needs. The focus of the qualifications is to enable the development of strategies that learning support practitioners can use to make the service they offer more effective by understanding the needs of these learners and adapting services to address those needs.

Who the qualifications are for

The **OCNLR Level 2 Qualifications in Skills for Learning Support Practitioners** are suitable for learning support practitioners who already work in the field or for people wishing to move into this area of work.

Entry guidance

The minimum age for access to the qualification is 19 years.

Additional information

Tutors delivering these qualifications must be able to demonstrate that they meet the following occupational competence requirements. They should:

- be technically competent in understanding the special educational needs of learners and/or have experience of providing training within the subject area; this experience must be, as a minimum, at the level above the training being delivered.

- be occupationally knowledgeable in the subject area for which they are delivering training; this knowledge must be, as a minimum, at the level above the training being delivered.

- hold a recognised teaching qualification or, for new tutors, undertake and complete initial teacher training minimum Level 3 within 12 months of taking up the tutor role.

Centre staff may undertake more than one role, e.g., tutor and assessor or internal moderator, but they cannot carry out any moderation on work that they have previously assessed.

Progression and related qualifications

Learners who gain these qualifications will be able work more effectively with people with special educational needs and develop appropriate strategies to support the needs of these groups within the mainstream education sector.

Structure of the qualifications

Rules of combination for achievement

The **OCNLR Level 2 Qualifications in Skills for Learning Support Practitioners** are available as an Award, Extended Award and Certificate. Each qualification comprises of one mandatory unit and 10 optional units.

The **OCNLR Level 2 Award in Skills for Learning Support Practitioners qualification** comprises mandatory and optional units. Learners must achieve 6 credits in total.

- 2 credits from the mandatory unit
- 4 further credits from the optional unit

The **OCNLR Level 2 Extended Award in Skills for Learning Support Practitioners qualification** comprises mandatory and optional units. Learners must achieve 10 credits in total.

- 2 credits from the mandatory unit
- 8 further credits from the optional units

The **OCNLR Level 2 Certificate in Skills for Learning Support Practitioners qualification** comprises mandatory and optional units. Learners must achieve 14 credits in total.

- 2 credits from the mandatory unit
- 12 further credits from the optional units

Qualification units

Ofqual Unit Reference Number	OCNLR Unit Code	Unit Title	Level	Credit Value	GLH
Mandatory					
Y/507/3314	GD8/2/LQ/011	The Role of the Learning Support Practitioner in the Classroom	2	2	16
Optional					
R/507/3294	GD8/2/LQ/001	Positive Behaviour Management in the Classroom	2	2	16
Y/507/3295	GD8/2/LQ/002	Safeguarding Learners	2	2	16
Y/507/3300	GD8/2/LQ/004	Supporting Learners who are Partially Sighted or Blind	2	2	16
H/507/3297	GD8/2/LQ/003	Supporting Learners who are Deaf or deaf	2	2	16
F/507/3307	GD8/2/LQ/005	Supporting Learners with Attention Deficit Hyperactivity Disorder	2	2	16
J/507/3308	GD8/2/LQ/006	Supporting Learners with Autistic Spectrum Conditions	2	2	16
L/507/3309	GD8/2/LQ/007	Supporting Learners with Dyslexia	2	2	16
F/507/3310	GD8/2/LQ/008	Supporting Learners with Learning Disabilities	2	2	16
L/507/3312	GD8/2/LQ/009	Supporting Learners with Mental Ill Health	2	2	16
R/507/3313	GD8/2/LQ/010	Supporting Learners with Profound and Multiple Learning Disabilities	2	2	16

For unit content please click the Ofqual unit reference

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.

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

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

Level 2 Assessment Guidance and Ofqual's Level Descriptors

OCN London

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