



Qualification Guide

OCNLR Level 3 Certificate in Activity Provision in Social Care (QCF)



OCN London Qualification Guide

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Qualification No: 601/1061/2

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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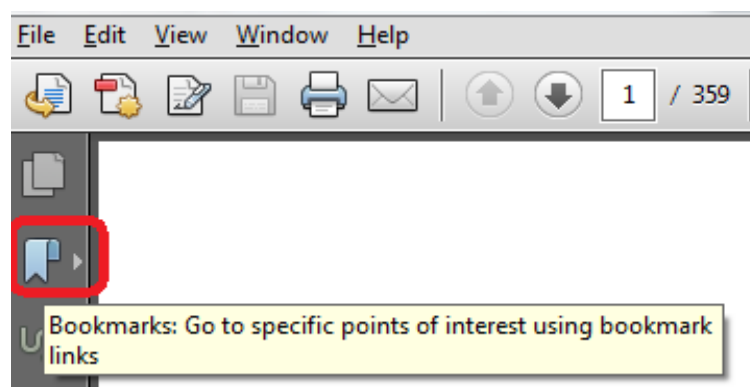
1 General Information

This qualification guide contains details of everything you need to know about the **OCNLR Level 3 Certificate in Activity Provision in Social Care (QCF)**. 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 verification that are particular to this qualification. The guide should be used by all of those involved in the delivery and assessment of these qualifications.

The Curriculum Development Manager (CDM) for your centre will provide support and advice on how to seek approval to offer these qualifications. 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 Recognised Centre but wish to use this Qualification, then please contact the Administrative team at OCN London for details of the Centre Recognition 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:



Follow this link to enable bookmarks in [Adobe Reader](#)



2 Qualification Overview

The **OCNLR Level 3 Certificate in Activity Provision in Social Care (QCF)** has been designed for people currently employed as well as those planning to work in the health and social care sector. It enhances their understanding of the social benefits of providing opportunities for different kinds of activities in the context of care. This qualification provides a valuable insight to learners of ways in which activity provision can stimulate an individual's creative, sensory and intellectual abilities. It will enable learners to contribute to the planning, delivery and evaluation of an activity based model of care. Overall it will further learners' understanding of the importance of activity in person-centred care.

It is increasingly recognised that Activity Provision can make a significant contribution to the well-being and quality of life of people in social care.

The qualification was developed with Skills for Care and with the support of NAPA, National Association of Activity Providers. The outcomes of the qualification respond directly to the need for specialist training of staff that has been identified by the sector.

The **OCNLR Level 3 Certificate in Activity Provision in Social Care (QCF)** qualification is accredited by the qualifications regulators for England, Wales and Northern Ireland and is part of the Qualifications and Credit Framework (QCF).

2.1 Qualification level

The **OCNLR Level 3 Certificate in Activity Provision in Social Care (QCF)** can be achieved at Level 3.

- Qualification Number: 601/1061/2
- Qualification credit value: 18
- Operational start date: 1 September 2013
- Review date: 31 December 2016
- Guided Learning Hours (GLH): 119-145
- Assessment requirements: Internally assessed, internally and externally verified.

2.2 Purpose of the qualification

- To increase understanding of the important role of coordinated activity provision in person-centred care;
- To highlight the beneficial impact of activity on physical and mental well-being of those in social care;
- To support care workers fulfil their roles with an enhanced understanding of an activity based model of care.

2.3 Who the qualifications are for

The qualification is particularly suitable for:

- Individuals responsible for coordinating activity provision in care settings;
- Individuals intending to undertake a role involving the coordination of activity provision.

2.4 Entry guidance

The minimum age for access to the qualification is **16** years.

2.5 Additional information

There are no specific recommendations for prior learning, but it is expected that learning providers will ensure the level and content of the qualification is appropriate for the learner.

2.6 Progression and related qualifications

The **OCNLR Level 3 Certificate in Activity Provision in Social Care (QCF)** would be valuable evidence in a learner's portfolio when seeking employment. It can also lead to further study in the field of Care & Health.

The qualification will support a learner's career development by enabling progression to further employment opportunities within the social care sector both with existing as well as potential employers.

The qualification provides a progression route for learners who have achieved the OCNLR Level 2 Award in Supporting Activity Provision in Social Care (QCF) qualification.

3 Structure of the Qualification

3.1 Rules of Combination for achieving the qualification

The **OCNLR Level 3 Certificate in Activity Provision in Social Care (QCF)** comprises three mandatory units and fourteen optional units. In order to gain the Certificate, the learner must achieve a total of 18 credits. 12 credits must be taken from the mandatory units and 6 credits taken from the optional units. A maximum of 6 credits may be taken at Level 2.

3.2 Qualification units

OCNLR Unit code	Ofqual unit reference number	Unit title	Mandatory or Optional	Credit value	Level	GLH
PT1/3/LQ/022	R/502/7576	Coordination of Activity Provision in Social Care	Mandatory	5	3	35
PT1/3/LQ/023	Y/502/7577	Equality and Diversity in Activity Provision	Mandatory	3	3	24
PT1/3/LQ/011	D/601/9491	Implement Therapeutic Group Activities	Mandatory	4	3	25
PT1/3/LQ/024	H/502/7565	Community Involvement in Activity Provision	Optional	3	3	21
PT1/3/LQ/025	R/502/7559	Activity Provision in Dementia Care	Optional	3	3	21
PT1/3/LQ/026	H/502/7582	Specialist Activity Provision in Social Care	Optional	3	2	14
PT1/3/LQ/027	T/502/7599	Understand the Effects of Ageing in Activity Provision	Optional	3	2	17
PT1/2/LQ/031	F/601/3442	Introductory Awareness of Sensory Loss	Optional	2	2	16
PT1/3/LQ/028	M/601/3467	Understand Sensory Loss	Optional	3	3	21
PT1/3/LQ/001	J/601/3538	Understand the Process and Experience of Dementia	Optional	3	3	22
PT1/2/LQ/008	J/601/2874	Dementia Awareness	Optional	2	2	17
PT1/3/LQ/029	J/602/0103	Understand Mental Health Problems	Optional	3	3	14
PT1/2/LQ/030	K/601/5315	Understand the Context of Supporting Individuals with Learning Disabilities	Optional	2	4	35
PT1/3/LQ/030	J/601/6293	Understand Positive Risk Taking for Individuals with Disabilities	Optional	3	3	25
PT1/2/LQ/032	L/601/6117	Understand Physical Disability	Optional	2	2	19

PT1/3/LQ/031	J/601/6150	Understand Physical Disability	Optional	3	3	22
PL7/2/LQ/001	T/502/7585	Understanding Assisting and Moving Individuals	Optional	2	2	15

For Unit Content see separate Unit Book

4 **Assessment and verification**

The units in this qualification must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles, which can be found on the Skills for Care and Development website [here](#).

4.1 **Assessment process**

The assessment process for the **OCNLR Level 3 Certificate in Activity Provision in Social Care (QCF)** 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 verified at the Centre;
- The portfolios of assessed evidence will be externally verified by an OCN London Quality Reviewer.

Assessment for each unit is designed by the Centre in accordance with the OCN Assessment Definitions Document and Skills for Care and Development QCF Assessment Principles, in particular;

Assessment decisions for competence-based learning outcomes must be made in a real work environment by an occupationally competent assessor, qualified to make assessment decisions.

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 the Appendix 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 Verifier before use to ensure that they are fit for purpose. Centre devised assessments will be scrutinised by the external verifier 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 learners 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 Recognition 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 Quality Reviewers. 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 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.

4.6 Requirements for assessors

Assessors of the qualification are expected to be:

Occupationally competent

In addition to being qualified to make assessment decisions, each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means that they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Expert witnesses can be used where they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

Expert witnesses must:

- Have a working knowledge of the QCF units on which their

expertise is based;

- Be occupationally competent in their area of expertise;
- Have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

Occupationally 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. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

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 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.
Level Three	
Activity	Case studies should allow the application of knowledge in a range of complex areas, in a variety of familiar and unfamiliar contexts. Discussion should be guided but self-directed (group). Written work should allow for autonomy, evaluation and reasoned judgements to be made (GL = 1000 words).
Assessed by	Assessed through peer assessment, self-assessment, tutor observation or assessment or written work.
Evidence	Evidence could include tutor record, learner record, peer checklist, summary of discussion, audio-visual / photographic record or written work.

¹ GL = guidance on length of activity.

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 Two

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

Activity	Questions should cover a wide range of knowledge and contexts. They should allow responses to unfamiliar and unpredictable problems. The process may be time limited and formal, or may be a structured two-way discussion.
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Assessed by	Assessed by tutor, with a degree of self-assessment and evaluation of own learning.
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Evidence	Evidence could include tutor record, learner log or audio-visual record.
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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 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.

Level Three

Activity	Practical demonstrations should allow for the application of skills and knowledge in a range of complex areas and in a variety of familiar and unfamiliar contexts.
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 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.

Level Three**Activity**

Practice evidence should be chosen to demonstrate the application of knowledge and skills in a range of complex activities. Learners should be expected to select appropriate and relevant evidence with minimal guidance, and to present the evidence in a structured format with sufficient information to demonstrate achievement.

Assessed by

Assessed through discussion with the tutor.

Evidence

Evidence could include structured file with tutor feedback.

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 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.
	Level Three
Activity	The reflection process should be written and learners given guidance on appropriate methods. Learners should be asked to record regularly what they have learned and to make judgements on how effective the learning process has been in terms of, for example, usefulness, interest, extension of knowledge / skills, their own learning style and what else they need to learn.
Assessed by	Assessed by learner, discussed with the tutor.
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 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.
	Level Three
Activity	Report could be presented orally or in written format. Oral presentation should be formal and could include a range of methods. Information should be from a wide range of sources and should be evaluated. Activities should be well defined but could be unfamiliar or unpredictable. Learners should be clear on the criteria for achievement but would be expected to decide on the format and structure of the report. GL = 8 minutes for oral / 1000 words for written.
Assessed by	Assessed by tutor and or peers for an oral presentation.
Evidence	Evidence could include written report with tutor feedback or 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 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.
	Level Three
Activity	Role-plays should allow the application of skills in a range of complex areas and in a variety of familiar and unfamiliar contexts.
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 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.
Assessed by	Assessed through self-assessment and tutor assessment.
Evidence	Evidence could include tutor record, learner record, summary of discussion and feedback or completed work.
	Level Three
Activity	Subjects should allow the application of knowledge in a range of complex areas, in a variety of familiar and unfamiliar context. GL = 1000 words.
Assessed by	Assessed through self-assessment and tutor assessment.
Evidence	Evidence could include tutor record, learner record, summary of feedback or completed work.

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 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.
	Level Three
Activity	Questions should cover a wide range of knowledge and contexts, and allow responses to unfamiliar and unpredictable problems. Learners should be encouraged to make use of / interpret knowledge rather than just testing recall. The process 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 QCF Descriptors

Summary Level 2	Knowledge and understanding	Application and action	Autonomy and accountability
<p>Achievement at Level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems.</p> <p>It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgment subject to overall direction or guidance</p>	<p>Use understanding of facts, procedures and ideas to complete well-defined tasks and address straightforward problems.</p> <p>Interpret relevant information and ideas.</p> <p>Be aware of the types of information that are relevant to the area of study or work.</p>	<p>Complete well-defined, generally routine tasks and address straightforward problems.</p> <p>Select and use relevant skills and procedures.</p> <p>Identify, gather and use relevant information to inform actions.</p> <p>Identify how effective actions have been.</p>	<p>Take responsibility for completing tasks and procedures.</p> <p>Exercise autonomy and judgment subject to overall direction or guidance.</p>

Summary Level 3	Knowledge and understanding	Application and action	Autonomy and accountability
<p>Achievement at Level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity.</p> <p>It includes taking</p>	<p>Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine.</p> <p>Be aware of the nature of the area of study or work.</p>	<p>Address problems that, while well defined, may be complex and non-routine.</p> <p>Identify, select and use appropriate skills, methods and procedures.</p> <p>Use appropriate investigation to inform actions.</p>	<p>Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility for supervising or guiding others.</p>

<p>responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgment within limited parameters.</p> <p>It also reflects awareness of different perspectives or approaches within an area of study or work.</p>	<p>Have awareness of different perspectives or approaches within the area of study or work.</p>	<p>Review how effective methods and actions have been.</p>	
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