

OCN LONDON

Qualification Guide

Work Preparation for Building and Construction



OCN London Qualification Guide

OCNLR Entry Level Award in Work Preparation for Building and Construction (Entry 3)

Qualification No: 601/2462/3

NB The above qualification is no longer available to learners. The last certification date is 30th September 2018.

OCNLR Entry Level Certificate in Work Preparation for Building and Construction (Entry 3)

Qualification No: 601/2463/5

NB The above qualification is no longer available to learners. The last certification date is 30th September 2018.

OCNLR Entry Level Extended Certificate in Work Preparation for Building and Construction (Entry 3)

Qualification No: 601/2464/7

NB The above qualification is no longer available to learners. The last certification date is 30th September 2018.

OCNLR Level 1 Award in Work Preparation for Building and Construction

Qualification No: 601/2689/9

OCNLR Level 1 Certificate in Work Preparation for Building and Construction

Qualification No: 601/2706/5

OCNLR Level 1 Extended Certificate in Work Preparation for Building and Construction

Qualification No: 601/2708/9

NB The above qualification is no longer available to learners. The last certification date is 30th September 2018.

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;
- The creative use of credit with responsive, demand-led qualification development;
- A robust business base through increasing learner registration/credit achievement and 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.

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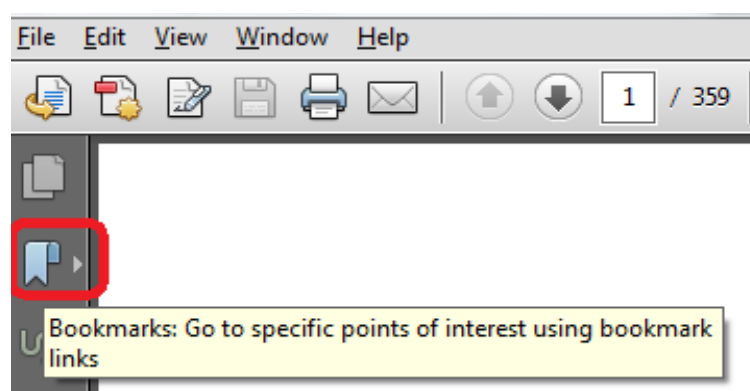
1 General Information

This qualification guide contains details of everything you need to know about the **OCNLR Qualifications in Work Preparation for Building and Construction**. It makes reference to the curriculum areas covered, identifies the learners for whom the qualifications have been developed and specifies the rules of combination for achievement of the qualifications. The guide also covers any important aspects of assessment and moderation that are particular to these qualifications. The guide should be used by all of those involved in the delivery and assessment of these qualifications.

The Curriculum and Relationship Development Manager (CRDM) 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 CRDM if you do not already know it. If you are not yet an OCN London Approved Centre but wish to use these Qualifications, then please contact the Administrative team at OCN London for details of the Centre Approval 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:



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2 Qualification Overview

The **OCNLR Qualifications in Work Preparation for Building and Construction** have been developed to provide relevant vocational and employability learning for learners engaged in 16 – 19 Study Programmes or who intend to gain entry to Traineeship Programmes or apprenticeships.

The qualifications contain a range of vocational units covering different basic aspects of the skills and knowledge underpinning work in the Building and Construction industries and will enable learners to either focus on specific building craft areas or else explore differing areas of work in this field.

The vocational units are complemented by a range of units that focus on issues related to the workplace and will enable learners to consider the structure and dynamics of the workplace and to acquire and develop the key communication, interpersonal and team working skills that are important for operating effectively at work.

The **OCNLR Qualifications in Work Preparation for Building and Construction** is regulated by Ofqual, the qualifications regulator for England, and is registered on the Regulated Qualifications Framework (RQF).

2.1 Qualification levels

The **OCNLR Qualifications in Work Preparation for Building and Construction** can be achieved at Level 1 as an Award or, Certificate.

Previously, qualifications in **Work Preparation for Building and Construction** were available at Entry Level, but these were withdrawn on 30th September 2016. Also, the Level 1 'Extended Certificate' qualification was withdrawn 30th September 2016.

Information below for withdrawn qualifications is greyed out, but retained here as some learners registered before 30th September 2016, are still completing the qualifications, and may need access to the information.

[Contents page](#)**Entry Level 3 Award**

- Qualification Number: 601/2462/3
- Qualification credit value: 6
- Operational start date: 01-Feb-2014
- Guided Learning Hours (GLH): 50 - 60
- Assessment requirements: Internally assessed, internally and externally moderated
- Operational end date: 31-Sep-2016
- Certification end date: 31-Sep-2018

Entry Level 3 Certificate

- Qualification Number: 601/2463/5
- Qualification credit value: 15
- Operational start date: 01-Feb-2014
- Guided Learning Hours (GLH): 132 - 150
- Assessment requirements: Internally assessed, internally and externally moderated
- Operational end date: 31-Sep-2016
- Certification end date: 31-Sep-2018

Entry Level 3 Extended Certificate

- Qualification Number: 601/2464/7
- Qualification credit value: 30
- Operational start date: 01-Feb-2014
- Guided Learning Hours (GLH): 275 - 300
- Assessment requirements: Internally assessed, internally and externally moderated
- Operational end date: 31-Sep-2016
- Certification end date: 31-Sep-2018

Level 1 Award

- Qualification Number: 601/2689/9
- Qualification credit value: 6
- Operational start date: 01-Mar-2014
- Review date: 28-Feb-2019
- Guided Learning Hours (GLH): 48 – 59
- Total Qualification Time (TQT): 60
- Assessment requirements: Internally assessed, internally and externally moderated

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Level 1 Certificate

- Qualification Number: 601/2706/5
- Qualification credit value: 18
- Operational start date: 01-Mar-2014
- Review date: 28-Feb-2019
- Guided Learning Hours (GLH): 144 – 179
- Total Qualification Time (TQT): 180
- Assessment requirements: Internally assessed, internally and externally moderated

Level 1 Extended Certificate

- Qualification Number: 601/2708/9
- Qualification credit value: 30
- Operational start date: 01-Mar-2014
- Guided Learning Hours (GLH): 237 - 295
- Assessment requirements: Internally assessed, internally and externally moderated
- Operational end date: 31-Sep-2016
- Certification end date: 31-Sep-2018

2.2 Purpose of the qualifications

The aims of the vocational Work Preparation qualifications are to:

- Meet the needs of learners on 16-19 Study Programmes
- Meet the needs of learners on Traineeship Programmes
- Meet the needs of learners who wish to progress to Apprenticeships
- Prepare learners for the world of work by enabling them to develop the skills, values and attitudes necessary to find and gain employment
- Help learners develop the general employability skills needed for successful and fulfilling employment
- Help learners identify specific occupational areas in which they may wish to pursue a career
- Prepare learners for further, work-related study.

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2.3 Who the qualifications are for

The qualifications will be particularly suitable for learners who:

- would benefit from alternative approaches to the curriculum and learning;
- wish to acquire and develop basic skills in Building and Construction work;
- would like to develop a career in the Construction field.

2.4 Entry guidance

The minimum age for access to the qualification is **14** years.

2.5 Additional information

Centres offering the Work Preparation for Building and Construction qualifications will need to be able to assure OCN London that:

- They have suitably qualified teaching staff with experience of working in the Building and Construction industries.
- They have premises that contain suitable accommodation for classroom based teaching and learning and for practical, hands on learning, skills development and practice. In addition tools, equipment and machinery should be up to date and well maintained.
- They have Health & Safety policies and procedures specifically addressing the needs of younger, inexperienced learners and containing adequate and appropriate control measures, prohibitions and restrictions, including regular risk assessment and review of learners and the learning environment.
- They have in place an induction process that appraises younger learners of the risks and hazards associated with building & construction work;
- That learners undertaking practical tasks are fully and properly supervised and do not have unsupervised access to tools and machinery.

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2.6 Progression and related qualifications

The qualifications will enable learners to progress to higher levels within of Building and Construction qualifications or to take advantage of employment opportunities in the sector.

3 Structure of the Qualification

3.1 Rules of combination for achieving the qualifications

The **OCNLR Entry Level Qualifications in Work Preparation for Building and Construction (Entry 3)** were withdrawn on 30th September 2016. They consisted of one mandatory unit, 44 optional units and 27 sector units. The optional units contained some units at Level 1. Units with the same titles at different levels were barred.

Entry 3 Award

In order to gain the **Award** the learner must achieve **6** credits. One credit must come from the Mandatory unit, at least one credit must come from the Optional units and at least 3 credits must come from the Sector units. The remaining credit can come from either the Optional or Sector units. A maximum of 2 credits can be achieved at Level 1.

Entry 3 Certificate

In order to gain the **Certificate** the learner must achieve **15** credits. One credit must come from the Mandatory unit, at least 3 credits must come from the Optional units and at least 8 credits must come from the Sector units. The remaining 3 credits can come from either the Optional or Sector units. A maximum of 6 credits can be achieved at Level 1.

Entry 3 Extended Certificate

In order to gain the **Extended Certificate** the learner must achieve **30** credits. One credit must come from the Mandatory unit, at least 8 credits must come from the Optional units and at least 15 credits must come from the Sector units. The remaining 6 credits can come from either the Optional or Sector units. A maximum of 8 credits can be achieved at Level 1.

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The **OCNLR Level 1 Qualifications in Work Preparation for Building and Construction** consist of one mandatory unit, 23 optional units and 78 sector units. The sector units contain some units at Level 2. Units with the same or similar titles at different levels are barred. The qualifications are available as an Award, or a Certificate. (The Extended Certificate at Level 1 was withdrawn on 30th September 2016).

Level 1 Award

In order to gain the **Award** the learner must achieve **6** credits. One credit must come from the Mandatory unit, at least one credit must come from the Optional units and at least 3 credits must come from the Sector units. The remaining credit can come from either the Optional or Sector units. A maximum of 2 credits can be achieved at Level 2.

Level 1 Certificate

In order to gain the **Certificate** the learner must achieve **18** credits. One credit must come from the Mandatory unit, at least 3 credits must come from the Optional units and at least 10 credits must come from the Sector units. The remaining 4 credits can come from either the Optional or Sector units. A maximum of 6 credits can be achieved at Level 2.

Level 1 Extended Certificate

In order to gain the **Extended Certificate** the learner must achieve **30** credits. One credit must come from the Mandatory unit, at least 8 credits must come from the Optional units and at least 16 credits must come from the Sector units. The remaining 5 credits can come from either the Optional or Sector units. A maximum of 8 credits can be achieved at Level 2.

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3.2 Qualification units

Units in the Entry Level 3 Qualifications

OCNLR Unit Code	Ofqual Unit Reference Number	Unit Title	Mandatory or Optional	Credit Value	Level	GLH
HC4/E3/LQ/014	L/505/5697	Responsible Work Practice	Mandatory	1	E3	10
HC4/E3/LQ/015	H/505/3180	Applying for a Job	Optional	1	E3	10
HC4/E3/LQ/016	R/504/9447	Building Working Relationships with Colleagues	Optional	2	E3	20
HC6/E3/LQ/006	A/505/3184	CV Writing	Optional	1	E3	10
HC4/E3/LQ/017	T/504/9456	Communication in the Workplace	Optional	2	E3	20
HC4/E3/LQ/018	H/504/9467	Customer Care	Optional	2	E3	20
HC4/E3/LQ/019	L/504/9480	Developing Meeting Skills	Optional	1	E3	10
HC6/E3/LQ/007	A/504/5148	Exploring Job Opportunities	Optional	1	E3	10
HC4/E3/LQ/020	T/505/9128	Following Instructions	Optional	1	E3	10
HB1/E3/LQ/036	R/504/9495	Improving own Learning and Performance	Optional	2	E3	20
HC6/E3/LQ/008	Y/505/3189	Interview Skills	Optional	1	E3	10
HC4/E3/LQ/021	D/505/3193	Introduction to Enterprise Skills	Optional	1	E3	10
HB1/E3/LQ/037	Y/505/3208	Oral Presentation Skills	Optional	2	E3	20
HC4/E3/LQ/022	H/504/9503	Personal Presentation in the Workplace	Optional	1	E3	10
HB1/E3/LQ/038	K/504/5212	Planning and Reviewing Learning	Optional	2	E3	16
HC4/E3/LQ/023	R/505/8116	Problem Solving Skills for Work	Optional	2	E3	20
HD5/E3/LQ/009	F/504/9508	Recognising Prejudice and Discrimination	Optional	1	E3	10
HC4/E3/LQ/024	J/504/9560	Recognising and Respecting Diversity in the Workplace	Optional	1	E3	10
HC4/E3/LQ/025	A/504/5215	Rights and Responsibilities in the Workplace	Optional	1	E3	10
HC4/E3/LQ/026	R/504/9514	Teamwork Skills	Optional	2	E3	20
HC4/E3/LQ/027	H/504/9517	Understanding Change in the Workplace	Optional	2	E3	20
HC4/E3/LQ/028	K/504/9373	Understanding Opportunities in Work Based Learning	Optional	1	E3	10

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HC4/E3/LQ/029	M/504/9360	Work Experience	Optional	1	E3	10
HC4/1/LQ/022	K/505/3049	Applying for a Job	Optional	1	L1	10
HC4/1/LQ/023	M/505/3053	Building Working Relationships with Colleagues	Optional	2	L1	20
HC4/1/LQ/024	A/504/9460	Communicating in the Workplace	Optional	2	L1	18
HC4/1/LQ/025	R/505/4437	Customer Care	Optional	2	L1	16
HC6/1/LQ/008	L/505/3058	CV Writing	Optional	1	L1	9
HC4/1/LQ/026	M/504/9486	Developing Meeting Skills	Optional	1	L1	9
HC4/1/LQ/027	A/504/5151	Enterprise Skills	Optional	1	L1	8
HC6/1/LQ/009	T/504/5147	Exploring Job Opportunities	Optional	1	L1	8
HB1/1/LQ/033	D/504/9497	Improving own Learning and Performance	Optional	2	L1	16
HC6/1/LQ/010	H/505/3065	Interview Skills	Optional	1	L1	10
HB1/1/LQ/034	R/505/3207	Oral Presentation Skills	Optional	2	L1	18
HC4/1/LQ/028	K/504/9504	Personal Presentation in the Workplace	Optional	1	L1	9
HB1/1/LQ/035	H/505/4443	Plan and Review Own Learning	Optional	2	L1	16
HD5/1/LQ/003	J/504/9509	Recognising Prejudice and Discrimination	Optional	1	L1	9
HC4/1/LQ/029	D/505/4439	Equality and Diversity in the Workplace	Optional	1	L1	9
HC4/1/LQ/030	T/504/5214	Rights and Responsibilities in the Workplace	Optional	1	L1	8
HC4/1/LQ/031	J/504/9512	Solving Problems in the Workplace	Optional	2	L1	18
HC4/1/LQ/032	Y/504/9515	Teamwork Skills	Optional	2	L1	18
HC4/1/LQ/033	K/504/9518	Understanding Change in the Workplace	Optional	2	L1	18
HC4/1/LQ/034	M/504/9374	Understanding Opportunities in Work Based Learning	Optional	1	L1	9
HC4/1/LQ/035	T/504/9361	Work Experience	Optional	1	L1	9
HC4/1/LQ/036	A/505/9129	Following Instructions	Optional	1	L1	9
TG1/E3/LQ/002	L/504/9883	Introduction to Building and Construction	Sector	1	E3	10
TE1/E3/LQ/001	A/505/8126	Working in Construction	Sector	3	E3	30
TE1/E3/LQ/002	M/505/7765	Introduction to Environmental Sustainability in Construction	Sector	1	E3	10

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TE1/E3/LQ/003	Y/505/1359	Environmental Awareness in Construction	Sector	2	E3	20
PL1/E3/LQ/001	F/504/9363	Health and Safety in a Practical Environment	Sector	1	E3	10
TG2/E3/LQ/006	R/505/3191	Introduction to Brickwork	Sector	3	E3	30
TG2/E3/LQ/007	L/505/8180	Introduction to Assisting Workshop Practice in Brickwork	Sector	3	E3	30
TG2/E3/LQ/008	D/505/3856	Brickwork: Introduction to Building a Half Brick Wall Three Courses High	Sector	3	E3	30
TG2/E3/LQ/009	D/505/0309	Building a Three Brick Square Hollow Pillar	Sector	3	E3	30
TG8/E3/LQ/003	D/505/0164	Carrying Out Plastering Operations	Sector	2	E3	20
TG8/E3/LQ/004	D/505/9320	Mixing Plaster by Hand and Mechanical Methods	Sector	2	E3	20
TG1/E3/LQ/003	M/505/9368	Cutting Plasterboard	Sector	3	E3	30
TG7/E3/LQ/001	Y/505/3192	Introduction to Carpentry and Joinery	Sector	3	E3	30
TG7/E3/LQ/002	L/505/1374	Site Carpentry Skills	Sector	2	E3	20
TG7/E3/LQ/003	Y/505/1362	Hand Tool Skills for Timber Work	Sector	3	E3	30
TH3/E3/LQ/001	J/505/8114	Introduction to Measuring and Marking Out in Plumbing	Sector	2	E3	20
TH3/E3/LQ/002	A/504/9636	Introduction to Drilling and Fixing Components in Plumbing	Sector	2	E3	20
TH3/E3/LQ/003	T/505/1370	Pipework Skills	Sector	2	E3	20
TH3/E3/LQ/004	D/505/1377	Working with Plastic Soil and Waste Pipe	Sector	3	E3	30
TH3/E3/LQ/005	J/505/1373	Rainwater Goods	Sector	2	E3	20
TH2/E3/LQ/001	D/505/4280	Working with Electrical Circuits	Sector	3	E3	30
TH2/E3/LQ/002	H/503/2653	Electrical Wiring	Sector	2	E3	20
TG8/E3/LQ/005	J/505/3897	Introduction to Painting and Decorating	Sector	3	E3	30
TG8/E3/LQ/006	F/505/0626	Cutting and Hanging Wall Coverings	Sector	3	E3	30
TG8/E3/LQ/007	A/505/1368	Painting Skills	Sector	3	E3	30
TG1/E3/LQ/004	L/505/9314	Introducing Finishing Skills	Sector	2	E3	20
TG4/E3/LQ/001	Y/505/3970	Introducing Tiling Skills	Sector	3	E3	24

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Units in the Level 1 Qualifications

OCNLR Unit Code	Ofqual Unit Reference Number	Unit Title	Mandatory or Optional	Credit Value	Level	GLH
HC1/1/LQ/016	Y/504/9370	Responsible Work Practice	Mandatory	1	1	9
HC4/1/LQ/022	K/505/3049	Applying for a Job	Optional	1	1	10
HC4/1/LQ/023	M/505/3053	Building Working Relationships with Colleagues	Optional	2	1	20
HC4/1/LQ/024	A/504/9460	Communicating in the Workplace	Optional	2	1	18
HC4/1/LQ/025	R/505/4437	Customer Care	Optional	2	1	16
HC6/1/LQ/008	L/505/3058	CV Writing	Optional	1	1	9
HC4/1/LQ/026	M/504/9486	Developing Meeting Skills	Optional	1	1	9
HC4/1/LQ/027	A/504/5151	Enterprise Skills	Optional	1	1	8
HC6/1/LQ/009	T/504/5147	Exploring Job Opportunities	Optional	1	1	8
HB1/1/LQ/033	D/504/9497	Improving own Learning and Performance	Optional	2	1	16
HC6/1/LQ/010	H/505/3065	Interview Skills	Optional	1	1	10
HB1/1/LQ/034	R/505/3207	Oral Presentation Skills	Optional	2	1	18
HC4/1/LQ/028	K/504/9504	Personal Presentation in the Workplace	Optional	1	1	9
HB1/1/LQ/035	H/505/4443	Plan and Review Own Learning	Optional	2	1	16
HD5/1/LQ/003	J/504/9509	Recognising Prejudice and Discrimination	Optional	1	1	9
HC4/1/LQ/029	D/505/4439	Equality and Diversity in the Workplace	Optional	1	1	9
HC4/1/LQ/030	T/504/5214	Rights and Responsibilities in the Workplace	Optional	1	1	8
HC4/1/LQ/031	J/504/9512	Solving Problems in the Workplace	Optional	2	1	18
HC4/1/LQ/032	Y/504/9515	Teamwork Skills	Optional	2	1	18
HC4/1/LQ/033	K/504/9518	Understanding Change in the Workplace	Optional	2	1	18
HC4/1/LQ/034	M/504/9374	Understanding Opportunities in Work Based Learning and Apprenticeships	Optional	1	1	9
HC4/1/LQ/037	H/504/9520	Understanding Structures in the Workplace	Optional	2	1	18
HC4/1/LQ/035	T/504/9361	Work Experience	Optional	1	1	9

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HC4/1/LQ/036	A/505/9129	Following Instructions	Optional	1	1	9
TH2/1/LQ/001	T/505/4219	Basic Electrical Practices	Sector	3	1	27
TG2/1/LQ/005	M/505/0606	Blocklaying Principles	Sector	3	1	30
TG2/1/LQ/006	T/505/0607	Bricklaying Principles	Sector	3	1	30
TG2/1/LQ/007	T/504/9621	Bricklaying Skills	Sector	2	1	16
TG7/1/LQ/002	A/505/1354	Carpentry Hand Skills	Sector	3	1	27
TG2/1/LQ/008	F/505/4322	Basic Blocklaying	Sector	4	1	40
TG2/1/LQ/009	L/504/9625	Constructing a Cavity Wall Using Bricklaying Skills	Sector	3	1	27
TG2/1/LQ/010	Y/504/9627	Constructing a Half Brick Wall Using Bricklaying Skills	Sector	3	1	27
TG2/1/LQ/011	H/504/9629	Constructing a One Brick Wide Wall Using Bricklaying Skills	Sector	3	1	27
TH3/1/LQ/002	M/504/9634	Drilling and Fixing Components in Plumbing	Sector	2	1	18
PL5/1/LQ/002	J/504/9364	Health and Safety in a Practical Environment	Sector	1	1	9
TG1/1/LQ/004	T/505/0171	Fix Construction Components	Sector	3	1	27
TE1/1/LQ/001	M/504/9892	Introduction to Building and Construction	Sector	1	1	9
TG7/1/LQ/003	T/505/4334	Know How to Maintain and Use Carpentry and Joinery Hand Tools	Sector	3	1	27
TH3/1/LQ/003	J/504/9641	Maintenance of Plumbing Systems	Sector	2	1	18
TH3/1/LQ/004	L/504/9642	Measuring and Marking Out of Plumbing Materials	Sector	2	1	18
TG8/1/LQ/007	R/504/9643	Plastering Techniques	Sector	3	1	27
TG7/1/LQ/004	A/505/4335	Prepare and Use Carpentry and Joinery Portable Power Tools	Sector	3	1	30
TG1/1/LQ/005	M/505/0170	Prepare to Set Out Construction Components	Sector	3	1	27
TG8/1/LQ/008	Y/504/9644	Prepare Ceilings and Walls for Decoration	Sector	3	1	27
TG7/1/LQ/005	A/505/0737	Produce Basic Woodworking Joints	Sector	4	1	40
TE1/1/LQ/002	A/505/4397	Starting Work in Construction	Sector	3	1	27
TH1/1/LQ/001	M/505/0167	Understand how to introduce energy efficient measures to potential customers	Sector	1	1	8

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TE5/1/LQ/001	H/503/3169	Understanding and Using 2D Shapes	Sector	1	1	9
TG1/1/LQ/006	D/505/4229	Understanding the Use of Power Tools	Sector	1	1	9
TG2/1/LQ/012	D/504/9645	Use of Tools and Equipment in Bricklaying	Sector	3	1	27
TG8/1/LQ/009	F/505/4398	Using Decorative Paint Effects for Interior Walls	Sector	3	1	27
TG4/1/LQ/001	H/504/9646	Using Floor and Wall Tiling Techniques	Sector	3	1	27
TG8/1/LQ/010	K/504/9647	Using Painting Skills for Interior Ceilings and Walls	Sector	3	1	27
TG8/1/LQ/011	M/504/9648	Using Plastering Skills - Floating Coat to an Attached Pier	Sector	3	1	27
TG8/1/LQ/012	T/504/9649	Using Plastering Skills - Plastering to a Window Reveal	Sector	3	1	27
TG8/1/LQ/013	A/505/1600	Wallpapering Skills	Sector	3	1	27
TG8/1/LQ/014	K/505/9529	Introduction to Skimming Techniques	Sector	3	1	27
TH3/1/LQ/005	H/505/9545	Installing Rainwater Systems	Sector	3	1	27
TE1/1/LQ/003	L/505/1360	Environmental Awareness in Construction	Sector	2	1	20
QA1/1/LQ/001	J/505/2040	Project in Sustainability	Sector	3	1	30
TG2/1/LQ/013	M/505/9550	Mix Mortar or Concrete	Sector	2	1	15
TG1/1/LQ/007	M/505/9547	Retrofit Installation Systems	Sector	3	1	27
TG1/1/LQ/008	H/505/0540	Fix and Fit Work Surfaces	Sector	1	1	10
TG7/1/LQ/006	R/505/1358	Construct a Timber Product	Sector	3	1	30
TG7/1/LQ/007	A/505/9552	Developing Hand Plane Skills	Sector	3	1	30
TG2/1/LQ/014	F/505/9553	Developing Rendering Skills	Sector	4	1	32
TG4/1/LQ/002	J/505/9554	Lay Paving Slabs	Sector	2	1	20
TG4/1/LQ/003	D/501/4894	Practical Skills for Footpath and Surfacing Work	Sector	5	1	40
TG1/1/LQ/009	A/505/2245	Fitting Units for Interiors	Sector	1	1	10
TG8/1/LQ/015	L/505/9555	Carrying out Dry Lining Operations	Sector	4	1	40
TG8/1/LQ/016	R/505/9556	Carrying out Painting and Decorating Operations	Sector	4	1	40

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TG4/1/LQ/004	Y/505/9557	Developing Flooring Skills	Sector	3	1	30
TG7/1/LQ/008	H/505/8878	First and Second Fix Carpentry Skills	Sector	4	1	35
TE1/1/LQ/002	Y/504/9904	Introduction to Building and Construction	Sector	1	2	8
TG2/2/LQ/002	A/504/9622	Build Brick and Block Walls	Sector	2	2	16
TG8/2/LQ/002	M/504/4529	Carry Out Practical Operations in Wallpapering	Sector	5	2	50
TH3/2/LQ/003	T/505/0221	Common Plumbing Practices	Sector	3	2	24
TG2/2/LQ/003	H/504/9632	Developing Brickwork Bonding Skills	Sector	3	2	24
TG7/2/LQ/004	K/504/9633	Developing Woodwork Jointing Skills	Sector	3	2	24
TH3/2/LQ/004	F/505/0738	Domestic Plumbing Systems	Sector	3	2	24
TG1/2/LQ/002	D/505/4375	Building Services Techniques in Construction	Sector	4	2	32
TG7/2/LQ/005	R/505/4339	Exploring Carpentry and Joinery	Sector	3	2	25
TG8/2/LQ/003	Y/505/4343	Exploring Plastering and Dry-Lining Operations	Sector	3	2	25
TG6/2/LQ/001	T/505/4379	Roofing Operations	Sector	4	2	32
TG8/2/LQ/004	M/505/4381	Trowel Operations	Sector	4	2	32
TG4/2/LQ/002	T/505/4382	Wall and Floor Tiling	Sector	4	2	32
TG2/2/LQ/004	T/504/9635	Identify and Cut Bricks and Blocks by Machine	Sector	1	2	8
TG7/2/LQ/007	H/505/4345	Identifying Types of Timber Used for Construction	Sector	3	2	24
TH2/2/LQ/001	L/505/4257	Lighting and Power Circuits	Sector	3	2	24
TH2/2/LQ/002	K/505/4377	Electrical Operations	Sector	4	2	32
TH3/2/LQ/005	M/505/9919	Plumbing Operations	Sector	4	2	32
TG8/2/LQ/005	H/505/0666	Plastering Techniques	Sector	3	2	24
TH3/2/LQ/006	T/505/4267	Valves, Taps and Cisterns in Domestic Plumbing	Sector	3	2	24
TG7/2/LQ/006	L/505/0743	Carpentry and Joinery Tools	Sector	3	2	24
TG8/2/LQ/007	M/505/0752	Wallpapering Skills	Sector	3	2	24
PL5/2/LQ/001	D/505/4425	Health and Safety in Construction	Sector	3	2	24

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TH2/2/LQ/003	T/505/4222	Electrical Isolation - Testing and Certification	Sector	6	2	48
TG8/2/LQ/006	J/505/9604	Developing Skimming Techniques	Sector	3	2	24
TH3/2/LQ/007	A/505/9602	Developing Basic Plumbing Techniques	Sector	3	2	24
TG4/2/LQ/001	Y/504/4279	Carry Out Practical Operations in Paths, Paving and Kerbs	Sector	5	2	50
TG1/2/LQ/003	F/505/6295	Introduction to Construction Professions	Sector	1	2	8
TG5/2/LQ/001	H/504/1272	Principles of Installing Draught Proofing	Sector	2	2	10

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4 Assessment and moderation

4.1 Assessment process

The assessment process for the **OCNLR Qualifications in Work Preparation for Building and Construction** 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.

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 A** 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.

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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 Approval 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 External moderators. Outcomes from standardisation will be made available to centres.

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4.5 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.

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 of the units they are assessing. This occupational 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.

Expert witnesses must:

- Have a working knowledge of the 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 of the subject and so be able to make robust and reliable assessment decisions in relation to the subject.

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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.

Entry Level Three

Activity	Case studies should be simple, immediate and familiar to the learner. Discussion should be short, structured and supervised (group or one-to-one). Written work should be short structured and supervised.
Assessed by	Assessed through tutor observation and/or class discussion or tutor assessment of written work.
Evidence	Evidence could include tutor record of observation, summary of class discussion, audio-visual / photographic record of class discussion, written work.

Level One

Activity	Case studies should be limited in range, familiar and require a narrow range of knowledge. Discussion should be structured and involve a limited degree of judgement (group or one-to-one). Written work should be structured and involve a limited degree of judgement.
Assessed by	Assessed through tutor observation, discussion or tutor assessment of written work.
Evidence	Evidence could include tutor record of observation, summary of class discussion, learner notes, audio-visual / photographic record, written work.

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Essay

A discursive, written response to a question or statement which involves the learner in finding and presenting information and opinion in a structured way, which normally includes an introduction, the information / opinions / evaluation / analysis and a conclusion.

Entry Level Three

Activity	It would be unlikely that an essay would be used as an assessment activity at Entry Level as it would not be appropriate for the learner. However, it could be used in a very simple form to allow learners to demonstrate recall and comprehension in a narrow range of ideas.
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Assessed by	Assessed by the tutor through discussion.
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Evidence	Evidence would include the essay and tutor feedback.
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Level One

Activity	The essay subject should be simple and the response should be descriptive and not analytical or evaluative. A narrow range of applied knowledge and demonstration of basic comprehension would be expected. Learners should be given detailed information on how to structure the essay and on the criteria for achievement.
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Assessed by	Assessed by the tutor.
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Evidence	Evidence would include the marked essay and tutor feedback.
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Group discussion

Discussion of a topic or situation selected by the tutor or by learners, to enable learners to share knowledge and thoughts and to assess their learning.

Entry Level

Activity	Discussions should be simple with subjects that are familiar to the learner. The discussion should be short, structured and supervised.
Assessed by	Assessed through tutor, 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 record and learner log.

Level One

Activity	Discussions should be limited in range, cover topics that are familiar to the learner. These should require a narrow range of skills. The discussion should be structured and involve a limited degree of learner choice.
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 record and learner log.

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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.

Entry Level

Activity	Process should be informal and non-threatening and questions should cover a narrow range of areas. Learners should be supported in answering and given a number of opportunities to respond.
Assessed by	Assessed by tutor.
Evidence	Evidence could include tutor / record notes and or audio-visual record.

Level One

Activity	Process should be informal and should include both open and closed questions covering a narrow range of knowledge. Learners should be encouraged by the use of supplementary questions.
Assessed by	Assessed by tutor.
Evidence	Evidence could include tutor record / notes 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.

Entry Level	
Activity	Practical demonstrations should be simple with situations that the learner is familiar with. They should be short, structured and supervised.
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 One	
Activity	Practical demonstrations should be limited in range, be familiar and require a narrow range of skills and knowledge.
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.

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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.

Entry Level

Activity	Practice evidence should be simple and specific. Learners should be directed on what to include. The tutor should map the evidence to specific learning outcome/s.
Assessed by	Assessed through discussion with the tutor.
Evidence	Evidence could include document/s and tutor notes.

Level One

Activity	Practice evidence should demonstrate the application of a narrow range of skills and / or knowledge. Learners should be given detailed guidance on what documents would be appropriate, how the evidence should be presented, and on mapping to learning outcomes.
Assessed by	Assessed through discussion with the tutor.
Evidence	Evidence could include documents, learner notes and tutor comments.

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Production of artefact

Production of a relevant artefact selected by the tutor or by learners, which enables learners to demonstrate skills and to apply knowledge.

Entry Level

Activity	Artefact should be simple, familiar and informal. Its production should be supervised and involve repetitive and predictable processes.
Assessed by	Assessed through tutor / peer observation, one to one tutorial, discussion, self-assessment and questioning during and at end of process.
Evidence	Evidence could include tutor record, learner notes, plans, reports, learner log, audio-visual / photographic record and completed artefact.

Level One

Activity	Artefact should be selected with support from tutor to allow the demonstration of skills and apply knowledge in a range of predictable, structured and familiar contexts.
Assessed by	Assessed through tutor, peer observation, one to one tutorial, discussion, self-assessment and questioning during and at end of process.
Evidence	Evidence could include tutor record, learner notes, plans, reports, learner log, audio-visual / photographic record and completed artefact.

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Project

A specific task involving private study and research for individuals or groups. Normally involves selection of a topic, planning, finding information and presenting results orally or in writing.

Entry Level

Activity	Task should be simple, familiar, informal and supervised. It should involve repetitive and predictable processes.
Assessed by	Assessed through tutor observation and questioning during and at end of process.
Evidence	Evidence could include tutor record, learner notes, plans, reports, learner log or audio-visual / photographic record.

Level One

Activity	Task should be selected with support from tutor to allow the demonstration of knowledge and skills in a range of predictable, structured and familiar contexts.
Assessed by	Assessed through tutor observation and questioning during at the end of the process.
Evidence	Evidence could include tutor record, learner notes, plans, reports, learner log or audio-visual / photographic record.

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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.

Entry Level

Activity	The reflection process should normally be oral and supported. It may be supplemented by the use of drawings or diagrams. Learners should be asked to describe simply what they have learned with direction from the tutor.
Assessed by	Assessed by learner with tutor support.
Evidence	Evidence could include drawings, diagrams, audio tape and tutor record.

Level One

Activity	The reflection process should be written and may be in the form of brief, structured notes. Learner should be asked to record what they have learned at regular intervals and advised on what information to include. Learners should make limited judgements on what has been learned in terms of, for example, usefulness or interest.
Assessed by	Assessed by learner supported by tutor through tutorials.
Evidence	Evidence could include written log / diary, tutorial notes and tutor record.

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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.

Entry Level

Activity	Report should be oral and informal. The information or activity being reported on should be simple and familiar. Learners should be supported in preparing and giving a report and given a number of opportunities to respond.
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Assessed by	Assessed by tutor.
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Evidence	Evidence should include tutor record.
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Level One

Activity	Report could be presented orally or in written format. Oral presentation should be informal. Information used in the report should be readily available and activities should be in familiar contexts. Learners should be clear on the expected structure and criteria for the report and given support on planning and presentation.
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Assessed by	Assessed by tutor.
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Evidence	Evidence could include a written report with tutor feedback or learner notes of oral presentation with tutor feedback.
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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.	
Entry Level	
Activity	Role-plays should be simple with scenarios that are familiar to the learner. Role-plays should be short, structured and supervised.
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 One	
Activity	Role-plays should be limited in range, be familiar and require a narrow range of skills. Role-plays should be structured and involve limited degree of learner choice.
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.

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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.

Entry Level

Activity	Subjects should be simple and familiar to learner. Written work should be short, structured and supervised.
Assessed by	Assessed through tutor assessment and discussion.
Evidence	Evidence could include tutor record of observation and feedback, summary of discussion or completed work.

Level One

Activity	Subjects should be limited in range, be familiar and require a narrow range of knowledge. Written work should be structured and involve limited degree of judgement.
Assessed by	Assessed through tutor assessment and discussion.
Evidence	Evidence could include tutor record of observation, summary of discussion and feedback or completed work.

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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.

Entry Level

Activity	Process should be informal and non-threatening and questions should cover a narrow range of areas. Possible use of multi-choice questions.
Assessed by	Assessed by tutor.
Evidence	Evidence to include written responses and may also include learner responses and tutor feedback.

Level One

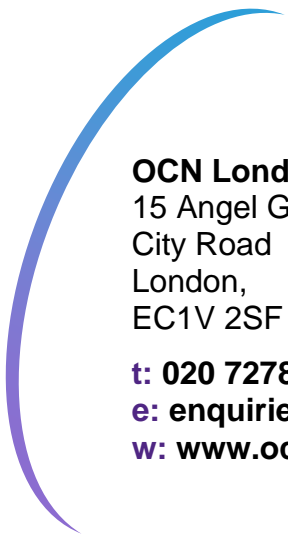
Activity	Process should be informal and non-threatening. Questions should encourage learners to make use of knowledge rather than just testing recall.
Assessed by	Assessed by tutor or external marker (for exams / tests).
Evidence	Evidence to include written responses and may also include learner responses and tutor feedback.

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Appendix B Ofqual Level Descriptors

Summary Entry Level	Knowledge and understanding	Application and action	Autonomy and accountability
<p>Achievement at Entry Level reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks.</p> <p>It includes responsibility for completing tasks and procedures subject to direction or guidance.</p>	<p>Use knowledge of facts, procedures and ideas to complete well-defined, routine tasks.</p> <p>Be aware of information relevant to the area of study or work.</p>	<p>Complete well-defined routine tasks.</p> <p>Use relevant skills and procedures.</p> <p>Select and use relevant information.</p> <p>Identify whether actions have been effective.</p>	<p>Take responsibility for completing tasks and procedures subject to direction or guidance as needed</p>

Summary Level 1	Knowledge and understanding	Application and action	Autonomy and accountability
<p>Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks.</p> <p>It includes responsibility for completing tasks and procedures subject to direction or guidance.</p>	<p>Use knowledge of facts, procedures and ideas to complete well-defined, routine tasks.</p> <p>Be aware of information relevant to the area of study or work.</p>	<p>Complete well-defined routine tasks.</p> <p>Use relevant skills and procedures.</p> <p>Select and use relevant information.</p> <p>Identify whether actions have been effective.</p>	<p>Take responsibility for completing tasks and procedures subject to direction or guidance as needed</p>



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