

# Qualification Guide

## OCNLR Entry Level Award in Prevent Duty Awareness (Entry 3)

## OCN London Qualification Guide

OCNLR Entry Level Award in Prevent Duty Awareness (Entry 3)

Qualification No: 603/4461/1

OCN London aims to support learning and widening opportunities by recognising achievement through credit-based courses and qualifications, promoting high standards of excellence and inclusiveness. We are proud of our long-term role and unique history in providing innovative learning solutions for a wide range of learners and particularly those who have not previously benefitted from education.

At the heart of what OCN London offers is:

- a commitment to inclusive credit-based learning;
- the creative use of credit with responsive, demand-led qualification development;
- high quality service and support;
- respect for and encouragement of diversity – in learners and learning approaches, partners and settings;
- the development of people, capacity and resources that will ensure effective business partnerships.

### **To navigate within this Qualification Guide**

To locate a section in this electronic guide, click on the heading in the table of contents, on page 4. To return to the contents page, click again on any major heading within the document. Users can of course also scroll through pages in the usual way.

## Contents

	Page
<b>General Information</b>	<b>5</b>
<b>Qualification Overview</b>	<b>6</b>
Qualification details	6
Purpose of the qualification	6
Who the qualification is for	7
Entry guidance	7
Progression and related qualifications	7
<b>Structure of the qualification</b>	<b>8</b>
Rules of Combination	8
Qualification units	8
<b>Assessment and Moderation</b>	<b>9</b>
Assessment process	9
Devising assessments	9
Marking assessment activities	9
Standardisation	9
Learning with particular requirements	10
Requirements for tutor/assessors	10

## General Information

---

This qualification guide contains details of everything you need to know about the **OCNLR Entry Level Award in Prevent Duty Awareness (Entry 3)**. 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 this qualification, then please contact us on [enquiries@ocnlondon.org.uk](mailto:enquiries@ocnlondon.org.uk) for details of the Centre Approval application process.

## Qualification Overview

---

Under the Counter-Terrorism and Security Act 2015 a wide range of public-facing bodies have been required to have “due regard to the need to prevent people from being drawn into terrorism” – known as the Prevent Duty.

The **OCNLR Entry Level Award in Prevent Duty Awareness (Entry 3)** qualification has been developed in response to an identified need to raise awareness of the Prevent agenda and the duties required under it, amongst learners in schools and colleges.

The **OCNLR Entry Level Award in Prevent Duty Awareness (Entry 3)** qualification is 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 also available at Level 1 and 3.

### Entry Level Award in Prevent Duty Awareness (Entry 3)

- Qualification Number: 603/4461/1
- Qualification credit value: 1
- Operational start date: 1st May 2019
- Review date: 28<sup>th</sup> November 2026
- Total Qualification Time (TQT): 10
- Guided Learning Hours (GLH): 8
- Assessment requirements: internally assessed, internally and externally moderated

### Purpose of the qualification

The purpose of the **OCNLR Entry Level Award in Prevent Duty Awareness (Entry 3)** qualification is to raise awareness of the Prevent agenda and the duties required under it, amongst learners in schools and colleges. It is similar to the Level 1 Award in Prevent Duty Awareness but has different assessment requirements and is pitched at a less demanding level.

This qualification may also provide awareness or continuing professional development for staff and organisations who may be affected by the Prevent agenda, but do not require the higher level OCNLR Level 3 Award in Prevent Duty Awareness. The higher-level qualification is primarily aimed at managers, practitioners and support staff who have a duty under the Prevent agenda.

### Who the qualification is for

The **OCNLR Entry Level Award in Prevent Duty Awareness (Entry 3)** qualification is suitable for learners in educational institutions, who are affected by the Prevent agenda. It may also be useful for staff and organisations who may be affected by the Prevent agenda, but do not require the higher-level qualification.

### Entry guidance

The minimum age to access the qualification is 14 years.

### Progression and related qualifications

Learners are expected to achieve either the entry level qualification or the level 1 qualification according to their own situation requirements and stage of development, rather than progress from entry level to level one, although this is possible if required.

Learners who progress to positions where they may have a direct duty under the Prevent agenda, may undertake the OCNLR Level 3 Award in Prevent Duty Awareness qualification for a more developed understanding of the subject. Such positions include education and teaching staff, leaders, managers, practitioners, support staff, safeguarding leads and governors.

## Structure of the qualification

### Rules of combination for achievement

The OCNLR Entry Level Award in Prevent Duty Awareness (Entry 3) comprises one mandatory unit. Learners must achieve 1 credit in total from the mandatory unit.

### Qualification units

Ofqual Unit Reference Number	OCNLR Unit Code	Unit Title	Level	Credit Value	GLH
<b>Mandatory</b>					
<a href="#">F/617/5863</a>	GA8/E3/LQ/001	Prevent Duty Awareness	E3	1	8



## Assessment and Moderation

---

### Assessment process

The assessment process for this 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 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.

### Devising assessments

Each unit has a supplementary page with information on the types of assessment activities that can (indicated as 'Optional' or 'O') and/or must (indicated as 'Prescribed' or 'P') be used to assess learners against the unit. Tutor assessors must always refer to this page before devising assessment tasks.

Centre devised assessments should be scrutinised by the Internal Moderator before use to ensure that they are fit for purpose. Centre devised assessments will be scrutinised by the External Moderator to ensure reliability and validity of assessment.

### Marking assessment activities

Each activity must be marked against the identified assessment criteria in the unit and judged to be either achieved or not achieved.

Assessors need to ensure that the work in a learner's portfolio is:

- Authentic – it is the result of the learner's own performance or activity;
- Sufficient – enabling the assessor to make a consistent and reliable judgement;
- Adequate – appropriate to the level.

Where a series of activities are set, learners must demonstrate the achievement of the required standard identified in the assessment criteria in all activities. All of the assessment criteria in a unit must be met before the unit is deemed achieved.

The unit achievement is not graded. Units are either achieved or not achieved.

### Standardisation

Standardisation is a process that promotes consistency in the understanding and application of standards in relation to assessment. It:

- compares assessment judgements from different tutor/assessors;
- promotes consistent judgements by different tutor/assessors;
- identifies good practice in assessment;
- promotes the sharing of good practice in assessment between centre staff.

Standardisation events should be held periodically within centres to ensure consistent and effective assessment practice. Standardisation events may also be held by OCN London and it is a requirement that each Centre offering units from this 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.

### **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.

