



Guide to Assessment and IQA

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Introduction

Purpose of This guide

This Guide to Assessment sets out OCN London's requirements and expectations for the assessment of regulated qualifications. It is designed to support centres in delivering assessment that is valid, reliable, fair, and consistent, and that meets the Conditions of Recognition set by Ofqual.

Scope

This guide applies to all OCN London bespoke and regulated qualifications unless otherwise stated in the qualification specification. It should be read alongside:

- Qualification specifications and unit content
- Centre approval agreements
- OCN London policies (including Malpractice, Reasonable Adjustments, Appeals)

Regulatory Context

OCN London is recognised by Ofqual and operates in accordance with the General Conditions of Recognition. Centres must comply with this guide to ensure assessment decisions are compliant with regulatory requirements. OCN London applies the same standards to Bespoke qualifications as it does to its regulated provision.

Roles and Responsibilities

Awarding Organisation (OCN London)

OCN London is responsible for:

- Setting qualification standards and assessment requirements
- Providing assessment guidance and support
- Monitoring centre compliance through External Quality Assurance (EQA)
- Taking action where standards are not met

Centre

Centres are responsible for:

- Delivering qualifications in line with specifications
- Implementing robust assessment and internal quality assurance systems
- Ensuring assessors and IQAs are competent and appropriately qualified
- Maintaining accurate assessment records

Assessor

Assessors must:

- Plan and carry out assessment activities
- Make accurate assessment decisions against assessment criteria

- Provide constructive feedback to learners
- Maintain assessment records

Internal Quality Assurer (IQA)

IQAs must:

- Verify assessment tasks prior to delivery
- Monitor the quality and consistency of assessment decisions
- Sample assessment decisions and evidence
- Support assessor standardisation
- Maintain IQA records

Learner

Learners are responsible for:

- Producing authentic work
- Engaging with assessment activities
- Complying with centre assessment requirements

External Quality Assurer (EQA)

EQAs act on behalf of OCN London to:

- Monitor centre assessment practice
- Confirm standards are being applied consistently
- Identify required actions or improvements

Principles of Assessment

- **Valid** – Measures what it claims to measure
- **Authentic** – Learner's own work
- **Reliable** – Produces consistent outcomes
- **Current** – up-to-date evidence is used
- **Sufficient** – Fully meets criteria
- **Comparable** – assessment evidence is comparable in standard between assessments within a unit/qualification and between learners of the same level
- **Manageable** – the assessment(s) places reasonable demands on learners
- **Fair** – Does not disadvantage learners
- **Inclusive** – Avoids unnecessary barriers

You can tailor evidence requirements to the needs of individuals or groups, and evidence should always be flexible, varied and appropriate. Therefore, a learner with physical difficulties may provide visual or oral evidence – photos, tapes, videos – rather than the notes and reports produced by others in the group.

Unit Structure and Assessment Requirements

Units consist of learning outcomes and associated assessment criteria. To achieve a unit, learners must:

- Achieve all learning outcomes
- Meet all assessment criteria

Partial achievement of a unit is not permitted. Evidence must be mapped clearly to assessment criteria.

Methods of Assessment

Centres must select assessment methods that:

- Are appropriate to level and credit value
- Enable all criteria to be met
- Avoid over-assessment
- Are applied consistently

Please check the final page of the unit specification for prescribed or mandatory assessment methods



Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	
Written question & answer/test/exam	P	Role play/simulation	
Essay	O	Practical demonstration	
Report	O	Group discussion	
Oral question and answer		Performance/exhibition	
Written description	P	Production of artefact	
Reflective log/diary	O	Practice file	

The following pages list different assessment methods, with advice on the nature of tasks that could be set, how to structure them at different levels and the type of evidence to collect. For higher levels suggested word counts are provided (WC) please note that this is intended as guidance only.

Please note the following:

- **records of discussion** should be individual to each learner and provide examples of how each criterion was met.
- **Audio visual recordings** should note the time stamp at which the criterion was achieved.
- **Photographic evidence** should be accompanied by a learner commentary
- All evidence submitted should be accompanied by a **statement of authenticity** signed by both learner and assessor

Assessment Method	
1	Case Study
2	Essay
3	Group discussion
4	Oral question and answer
5	Performance / exhibition
6	Practical demonstration
7	Practice file
8	Production of artefact
9	Project
10	Reflective log or diary
11	Report
12	Role play / simulation
13	Written description
14	Written question and answer / test / exam

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	Activity	Assessed by	Evidence
Entry Level	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 through tutor observation and/or class discussion or tutor assessment of written work.	Evidence could include tutor record of observation, summary of class discussion, audio-visual / photographic record of class discussion, written work.
Level One	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 through tutor observation, discussion or tutor assessment of written work.	Evidence could include tutor record of observation, summary of class discussion, learner notes, audio-visual / photographic record, written work.
Level Two	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	Assessed through peer assessment, self-assessment, tutor observation, or assessment of written work.	Evidence could include tutor record, learner record, peer checklist, summary of discussion or audio-visual / photographic record or written work. (wc 500)
Level Three	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	Assessed through peer assessment, self-assessment, tutor	Evidence to include written responses and may also include

	work should allow for autonomy, evaluation and reasoned judgements to be made	observation or assessment	learner responses and tutor feedback. (wc 800)
Level Four	Case studies should require the application of theoretical knowledge to defined but complex situations, including some unfamiliar elements. Learners should analyse information, identify key issues and propose appropriate responses. Discussion should be facilitated but learner-led, encouraging analytical thinking and comparison of perspectives (group). Written work should demonstrate analysis, application of theory and informed judgement	Assessed through tutor assessment of written work, tutor observation of discussion, and/or peer and self-assessment.	Evidence could include assessed written work, tutor observation records, learner reflective accounts, peer feedback records, summaries of discussion, or audio-visual records. (wc 1500)
Level Five	Case studies should involve complex and sometimes unpredictable scenarios requiring critical analysis, synthesis of information from multiple sources, and evaluation of alternative approaches. Learners should demonstrate independent thinking and problem-solving. Discussion should be largely learner-directed with tutor facilitation (group). Written work should demonstrate critical evaluation, justification of decisions and clear conclusions	Assessed through tutor assessment of written work, supported by peer assessment, self-assessment and observation of discussion.	Evidence could include extended written assignments, critical evaluations, reflective logs, peer assessment records, tutor feedback, and audio-visual or digital records of discussion. (wc 2000)
Level Six	Case studies should reflect real-world, professional or academic practice and require learners to critically evaluate complex, ambiguous and unfamiliar situations. Learners should integrate theory, research and practice, demonstrating originality and well-reasoned conclusions. Discussion should be self-directed, analytical and evaluative (group). Written work should demonstrate sustained critical argument, synthesis of evidence and justified recommendations	Assessed primarily through tutor assessment of written work, with evidence from self-assessment, peer review and observation of discussion.	Evidence could include substantial written reports, critical analyses, research-informed case evaluations, reflective commentary, peer review documentation, and tutor assessment records. (wc 3000)

Level Seven	Case studies should involve advanced, complex and unpredictable scenarios at a strategic or professional level. Learners should demonstrate mastery of theory, critical insight, originality and independent judgement. Activities should require learners to critique existing practice, propose innovative solutions and justify decisions using advanced reasoning and evidence. Discussion should be fully learner-led and critically reflective (group). Written work should demonstrate originality, critical synthesis and authoritative conclusions	Assessed through tutor assessment of written work, supported by self-assessment, peer review and critical reflection.	Evidence could include extended analytical or evaluative reports, critical reflections, strategic case analyses, peer review records, tutor feedback, and digital or audio-visual evidence of discussion. (wc 4000)
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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.

Level	Activity	Assessed by	Evidence
Entry Level	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.	Assessed by the tutor through discussion.	Evidence would include the essay and tutor feedback.
Level One	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.	Assessed by the tutor.	Evidence would include the marked essay and tutor feedback.

Level Two	The essay subject should be familiar, and the response should demonstrate the ability to interpret information, make comparisons and apply knowledge and demonstrate comprehension in a number of different areas. Learners should be given information on the expected structure of the essay and criteria for achievement.		Evidence would include the marked essay and tutor feedback. (wc 500)
Level Three	The essay subject should allow the learner to access and evaluate information independently, to analyse information and to make reasoned judgements and demonstrate comprehension of relevant theories. Learners should be given information on possible structures for an essay and for the criteria for achievement.		Evidence would include the marked essay and tutor feedback. (wc 800)
Level Four	The essay subject should require the learner to apply theoretical knowledge to defined but complex topics, including some unfamiliar concepts. The response should demonstrate analysis, interpretation and the ability to form informed judgements. Learners should be provided with guidance on academic writing conventions, referencing and assessment criteria.		Evidence would include the marked essay and tutor feedback. (wc 1,500)
Level Five	The essay subject should involve complex issues and require critical analysis, synthesis of information from a range of sources and evaluation of differing viewpoints. Learners should demonstrate independent thinking and structured argument. Guidance should focus on critical writing, use of sources and assessment criteria.		Evidence would include the marked essay and tutor feedback. (wc 2,000)
Level Six	The essay subject should reflect academic or professional practice and require learners to critically evaluate theory, research and evidence. Learners should demonstrate sustained critical argument, integration of sources and well-justified conclusions. Limited guidance should be given, focusing on expectations and criteria rather than structure.		Evidence would include the marked essay and tutor feedback. (wc 3,000)

Level Seven	The essay subject should address advanced, complex and potentially unpredictable issues. Learners should demonstrate originality, critical synthesis of theory and research, and authoritative judgement. Essays should show a high level of academic independence, critical insight and coherence.		Evidence would include the marked essay and tutor feedback. (wc 4,000)
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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.

Level	Activity	Assessed by	Evidence
Entry Level	Discussions should be simple with subjects that are familiar to the learner. The discussion should be short, structured and supervised.	Assessed through tutor, one to one tutorial discussion and self-assessment.	Evidence could include tutor record of observation, learner notes, audio-visual record and learner log.
Level One	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.		
Level Two	Discussions should allow for consideration of several topics covering a number of contexts. The discussion should be directed but allow for a degree of learner autonomy.		
Level Three	Discussion should allow for consideration of a range of complex topics and in a variety of familiar and unfamiliar contexts.		
Level Four	Discussions should require learners to analyse and apply theoretical knowledge to defined but complex topics, including some unfamiliar situations. Learners should justify viewpoints using evidence. Discussions should be facilitated but largely learner led.		

Level Five	Discussions should involve complex and sometimes unpredictable topics, requiring critical analysis, comparison of perspectives and evaluation of evidence. Learners should demonstrate independent thinking and reasoned argument. Discussions should be predominantly learner-led.		
Level Six	Discussions should reflect professional or academic practice and require critical evaluation of theory, research and practice. Learners should synthesise information, challenge viewpoints and justify conclusions. Discussions should be self-directed.		
Level Seven	Discussions should address advanced, complex and unpredictable issues at a strategic or professional level. Learners should demonstrate originality, critical insight and authoritative judgement. Discussions should be fully learner-led and critically reflective.		

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 the tutor.

Level	Activity	Assessed by	Evidence
Entry Level	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 tutor.	Evidence could include tutor / record notes and or audio-visual record.
Level One	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.		

Level Two	Open and closed questions should be included, covering a number of topics. Learners should be encouraged to expand on their answers.		
Level Three	Open and closed questions should be included, covering a number of topics. Learners should be encouraged to expand on their answers.		
Level Four	Questioning should explore both theoretical and applied knowledge across defined but complex topics. Learners should analyse information, explain reasoning and justify responses using appropriate examples. Questioning may be structured but should allow for learner autonomy.		
Level Five	Questioning should address complex and sometimes unpredictable topics, requiring critical analysis, comparison of ideas and evaluation of evidence. Learners should demonstrate independent thinking and reasoned judgement in their responses.		
Level Six	Questioning should reflect academic or professional practice and require learners to critically evaluate theory, research and practice. Learners should synthesise information, challenge assumptions and justify conclusions.		
Level Seven	Questioning should address advanced, complex and unpredictable issues at a strategic or professional level. Learners should demonstrate originality, critical insight and authoritative judgement, responding with depth and coherence.		

Performance / Exhibition

A performance or exhibition of music or drama with an audience, or a rehearsal or learner demonstration for individuals or groups.

Level	Activity	Assessed by	Evidence
Entry Level	The performance / exhibition should be simple, informal and supervised.	Assessed through peer assessment, self-assessment and / or tutor observation.	Evidence could include tutor observation, notes, plans, audio-visual/ photographic record of performance/ exhibition, peer records, learner log and summary of feedback.
Level One	The performance / exhibition should be limited in range, familiar and require a narrow range of knowledge.		
Level Two	The performance / exhibition should be chosen with tutor guidance to allow the demonstration of knowledge and understanding in a range of areas. Provide the opportunity for interpretation of the chosen piece.		
Level Three	The performance / exhibition should be chosen with the tutor to allow for the application of knowledge in a range of complex areas, in a variety of contexts. Performance should be guided but self-directed.		
Level Four	The performance / exhibition should require learners to apply theoretical knowledge and skills to defined but complex themes, including some unfamiliar contexts. Learners should plan, justify and evaluate their approach. Performance should be facilitated but largely learner led.		
Level Five	The performance / exhibition should involve complex and sometimes unpredictable situations, requiring critical decision-making and creative problem-solving. Learners should demonstrate independent planning, refinement and evaluation of their work. Performance should be predominantly learner-led.		

Level Six	The performance / exhibition should reflect professional or academic practice and require critical integration of theory, research and practice. Learners should demonstrate originality, sustained development and well-justified artistic or professional choices. Performance should be self-directed.		
Level Seven	The performance / exhibition should address advanced, complex and unpredictable themes at a strategic or professional level. Learners should demonstrate mastery, originality and critical insight, producing work that shows innovation and authoritative judgement. Performance should be fully self-directed and critically reflective.		

Practical Demonstration

A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practice and apply skills and knowledge.

Level	Activity	Assessed by	Evidence
Entry Level	Practical demonstrations should be simple with situations that the learner is familiar with. They should be short, structured and supervised.	Assessed through tutor / peer observation, one to one tutorial, discussion and self-assessment.	Evidence could include tutor record of observation, learner notes, audio-visual / photographic record and learner log.
Level One	Practical demonstrations should be limited in range, be familiar and require a narrow range of skills and knowledge.		
Level Two	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.		
Level Three	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.		
Level Four	Practical demonstrations should require learners to apply theoretical knowledge and skills to defined but complex tasks, including some unfamiliar situations. Learners should plan, justify and evaluate their approach.		
Level Five	Practical demonstrations should involve complex and sometimes unpredictable tasks, requiring critical thinking, problem-solving and independent decision-making. Learners should demonstrate competence, adaptability and evaluation of performance.		
Level Six	Practical demonstrations should reflect professional or academic practice and require critical integration of theory and skills. Learners should demonstrate autonomy, originality and well-justified decisions in complex contexts.		
Level Seven	Practical demonstrations should address advanced, complex and unpredictable professional or strategic tasks. Learners should demonstrate mastery, innovation and authoritative judgement, with fully self-directed practice.		

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	Activity	Assessed by	Evidence
Entry Level	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 through discussion with the tutor.	Evidence could include structured files with tutor feedback. Documents should be clearly mapped to the assessment criterion they are evidencing.
Level One	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, and how the evidence should be presented, and on mapping to learning outcomes.		
Level Two	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.		
Level Three	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.		

Level Four	Practice evidence should demonstrate the application of theoretical knowledge and skills to defined but complex activities, including some unfamiliar contexts. Learners should independently select, justify and evaluate evidence and clearly map it to learning outcomes.		
Level Five	Practice evidence should demonstrate critical application of skills and knowledge in complex and sometimes unpredictable activities. Learners should synthesise evidence from multiple sources, justify relevance and reflect on practice.		
Level Six	Practice evidence should reflect professional or academic practice and require critical integration of theory and practice. Learners should demonstrate autonomy in selecting, presenting and evaluating evidence, supported by reflective analysis.		
Level Seven	Practice evidence should demonstrate advanced professional or strategic practice. Learners should present a coherent, critically reflective portfolio demonstrating originality, authoritative judgement and mastery of practice.		

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.

Level	Activity	Assessed by	Evidence
Entry Level	Artefact should be simple, familiar and informal. Its production should be supervised and involve repetitive and predictable processes.	Assessed through tutor / peer observation, one to one tutorial, discussion, self-	Evidence could include tutor record, learner notes, plans, reports,

Level One	Evidence could include tutor record, learner notes, plans, reports, learner log, audio-visual / photographic record and completed artefact.	assessment and questioning during and at end of process.	learner log, audio-visual / photographic record and completed artefact.
Level Two	Artefact should be selected with tutor guidance to allow the demonstration of skills and the application of knowledge in a range of areas and contexts. A degree of learner autonomy should be encouraged within the scope of the demonstration. The artefact should be completed within an agreed timescale.		
Level Three	Artefact should be selected with tutor guidance to allow the demonstration of skills and application of knowledge in a range of areas and contexts. Production of the artefact should be guided but self-directed. Production of the artefact should be planned and completed within an agreed timescale.		
Level Four	Artefact should require learners to apply theoretical knowledge and skills to defined but complex tasks, including some unfamiliar contexts. Learners should independently plan, justify and evaluate the production process.		
Level Five	Artefact should involve complex and sometimes unpredictable requirements, requiring critical thinking, problem-solving and independent decision-making. Learners should demonstrate refinement, evaluation and justification of outcomes.		
Level Six	Artefact should reflect professional or academic practice and require critical integration of theory, research and skills. Learners should demonstrate autonomy, originality and well-justified decisions throughout production.		

Level Seven	Artefact should address advanced, complex and unpredictable professional or strategic challenges. Learners should demonstrate mastery, innovation and authoritative judgement, producing work of professional or postgraduate standard.		
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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.

Level	Activity	Assessed by	Evidence
Entry Level	Task should be simple, familiar, informal and supervised. It should involve repetitive and predictable processes.	Assessed through tutor observation and questioning during and at end of process.	Evidence could include tutor record, learner notes, plans, reports, learner log or audio-visual / photographic record.
Level One	Task should be selected with support from tutors to allow the demonstration of knowledge and skills in a range of predictable, structured and familiar contexts.		
Level Two	Task should be selected with tutor guidance to allow the demonstration of knowledge and understanding in a range of areas and contexts, and the interpretation of information. The project should be completed within an agreed timescale. (wc 500 words)	Assessed through tutor / learner discussion during and at the end of the process, and through self-assessment.	Evidence could include project plans, written reports, learner log, tutor feedback and audio-visual / photographic record
Level Three	Task should be selected with tutor guidance to allow the demonstration of knowledge and skills in a range of areas and contexts, and to show the use of reasoned judgements. The project should be planned and completed within an agreed timescale. (wc 800 words)		

Level Four	Task should require the application of theoretical knowledge and skills to defined but complex activities, including some unfamiliar contexts. Learners should plan, justify and evaluate their approach. Written evidence should be analytical and structured. (wc 1,500 words)		Evidence could include detailed project documentation, evaluative reports, tutor feedback and supporting media.
Level Five	Task should involve complex and sometimes unpredictable activities requiring critical analysis, problem-solving and independent decision-making. Written evidence should demonstrate critical evaluation and synthesis of information. (wc 2,000 words)		Evidence could include extended written reports, reflective evaluations, tutor feedback and supporting evidence.
Level Six	Task should reflect professional or academic practice and require critical integration of theory and practice. Learners should demonstrate autonomy, originality and well-justified conclusions. Written evidence should show sustained critical argument. (wc 3,000 words)		Evidence could include substantial written reports, critical reflections, tutor assessment records and supporting documentation.
Level Seven	Task should address advanced, complex and unpredictable professional or strategic challenges. Learners should demonstrate mastery, originality and authoritative judgement. Written evidence should be critically reflective and evaluative. (wc 4,000 words)		Evidence could include an advanced project report, critical reflective evaluation, tutor assessment records and supporting evidence.

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	Activity	Assessed by	Evidence
Entry Level	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 directions from the tutor.	Assessed by the learner with tutor support.	Evidence could include drawings, diagrams, audio tape and tutor record.
Level One	The reflection process should be written and may be in the form of brief, structured notes. Learners should be asked to record what they have learner 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 the learner supported by tutor through tutorials.	Evidence could include written log / diary, tutorial notes and tutor record.
Level Two	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 learner supported by tutor through tutorials.	Evidence could include written log / diary, tutorial notes and tutor record.
Level Three	The reflection process should be written and learners	Assessed by learner, discussed	Evidence could include written

	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. (wc 700-1000 words)	with the tutor.	log / diary, tutorial notes and tutor record.
Level Four	he reflection process should be written and analytical. Learners should evaluate learning experiences in relation to theory and practice, identify strengths and areas for development, and justify reflections using examples. (wc 1,200-1,500 words)	Assessed by the learner, supported and reviewed by the tutor.	Evidence could include structured reflective accounts, tutorial notes and tutor feedback.
Level Five	The reflection process should be critical and evaluative. Learners should synthesise learning from different experiences, demonstrate insight into their development and evaluate impact on practice or understanding. (wc 1,800-2,200 words)	Assessed by the learner, assessed by the tutor.	Evidence could include extended reflective logs, evaluative commentary, tutorial records and tutor feedback.
Level Six	The reflection process should demonstrate critical self-awareness and integration of theory, research and practice. Learners should evaluate their learning at a professional or academic level and identify informed strategies for development. (wc 2,800-3,200 words)		Evidence could include substantial reflective reports, critical commentary and tutor assessment records.
Level Seven	The reflection process should be critically reflective and evaluative at an advanced level. Learners should		Evidence could include an advanced reflective report,

	demonstrate originality, depth of insight and authoritative judgement, linking reflection to strategic or professional practice. (wc 3,800–4,200 words)		critical self-evaluation and tutor assessment records.
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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.

Level	Activity	Assessed by	Evidence
Entry Level	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.	Assessed by tutor.	Evidence should include a tutor record.
Level One	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.		Evidence could include a written report with tutor feedback or learner notes of oral presentation with tutor feedback.
Level Two	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		Evidence could include written report with tutor feedback or learner plan for oral presentation with peer and / or tutor feedback. 4

	structures for the report and the criteria for achievement. Learners should be given guidance on planning and presentation.		minutes for oral 500 words written
Level Three	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.		Evidence could include written report with tutor feedback or plan for oral presentation with peer and / or tutor feedback. 8 minutes for oral / 1000 words for written.
Level Four	Report should require learners to analyse and apply theoretical knowledge to defined but complex topics, including some unfamiliar contexts. Information should be analysed and conclusions justified. Learners should independently plan the structure and format of the report.		Evidence could include a written analytical report with tutor feedback or an oral presentation plan and recording with feedback. Oral 10 minutes / Written 1,500 words
Level Five	Report should address complex and sometimes unpredictable topics, requiring critical analysis, comparison of perspectives and evaluation of evidence from multiple sources. Learners should demonstrate independent judgement and coherent argument.		Evidence could include a written evaluative report with tutor feedback or an oral presentation plan and recording with feedback. Oral 12 minutes / Written 2,000 words
Level Six	Report should reflect academic or professional practice and require critical evaluation of theory, research and practice. Learners should		Evidence could include a substantial written report with tutor assessment or a

	demonstrate sustained critical argument, synthesis of information and well-justified conclusions.		formal oral presentation plan and recording with feedback. Oral 15 minutes / Written 3,000 words
Level Seven	Report should address advanced, complex and unpredictable issues at a strategic or professional level. Learners should demonstrate originality, authoritative judgement and critical synthesis of theory and practice.		Evidence could include an advanced written report with tutor assessment or a professional-level oral presentation plan and recording with feedback. Oral 20 minutes / Written 4,000 words

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	Activity	Assessed by	Evidence
Entry Level	Role plays should be simple with scenarios that are familiar to the learner. Role plays should be short, structured and supervised.	Assessed through, tutor / peer observation, one to one tutorial, discussion and self-assessment.	Evidence could include tutor record of observation, learner notes, audio-visual / photographic record or learner log.
Level One	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.		
Level Two	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.		

Level Three	Role-plays should allow the application of skills in a range of complex areas and in a variety of familiar and unfamiliar contexts.		
Level Four	Role plays should require learners to analyse situations and apply theoretical knowledge and skills to defined but complex scenarios, including some unfamiliar contexts. Learners should justify decisions and actions.		Evidence could include detailed tutor observation records, learner evaluative notes, peer feedback, audio-visual/photographic evidence and learner log.
Level Five	Role plays should involve complex and sometimes unpredictable scenarios, requiring critical thinking, problem-solving and independent decision-making. Learners should demonstrate adaptability and evaluation of their performance.		
Level Six	Role plays should reflect professional or academic practice and require critical integration of theory and skills. Learners should demonstrate autonomy, challenge assumptions and justify outcomes.		Evidence could include comprehensive tutor assessment records, critical reflective accounts, peer review documentation and high-quality audio-visual evidence.
Level Seven	Role plays should address advanced, complex and unpredictable professional or strategic scenarios. Learners should demonstrate mastery, originality and authoritative judgement in their responses		Evidence could include detailed tutor assessment records, critical reflective evaluations, peer review evidence and professional-standard audio-visual documentation

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	Activity	Assessed by	Evidence
Entry Level	Subjects should be simple and familiar to learner. Written work should be short, structured and supervised.	Assessed by tutor	Evidence could include tutor record of observation and feedback, summary of discussion or completed work.
Level One	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.		Evidence could include marked written work and tutor feedback. (wc 500 words)
Level Two	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.		Evidence could include marked written work and tutor feedback (wc 1000 words)
Level Three	Subjects should allow the application of knowledge in a range of complex areas, in a variety of familiar and unfamiliar context. GL = 1000 words.		Evidence could include marked written work and tutor feedback (wc 1500 words)
Level Four	Subjects should require learners to apply theoretical knowledge to defined but complex topics, including some unfamiliar contexts. Written work should demonstrate analysis, interpretation and justified conclusions.		Evidence could include marked written work and
Level Five	Subjects should involve complex and sometimes unpredictable issues, requiring critical analysis, evaluation of information and		

	synthesis of ideas from multiple sources. Written work should demonstrate independent judgement.		tutor feedback (wc 2000 words)
Level Six	Subjects should reflect academic or professional practice and require critical evaluation of theory, research and evidence. Written work should demonstrate sustained critical argument and well-justified conclusions.		Evidence could include marked written work and tutor feedback (wc 3000 words)
Level Seven	Subjects should address advanced, complex and unpredictable issues. Written work should demonstrate originality, critical synthesis of theory and practice, and authoritative judgement.		Evidence could include marked written work and tutor feedback (wc 4000 words)

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	Activity	Assessed by	Evidence
Entry Level	Process should be informal and non-threatening and questions should cover a narrow range of areas. Possible use of multi-choice questions.	Assessed by tutor.	Evidence to include written responses and may also include learner responses and tutor feedback.
Level One	Process should be informal and non-threatening. Questions should encourage learners to make use of knowledge rather than just testing recall.	Assessed by tutor or external marker (for exams / tests).	Evidence could include completed test papers, learner responses and tutor or examiner feedback.
Level Two	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.		
Level Three	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.		
Level Four	Questions should require application and analysis of theoretical knowledge across defined but complex topics, including some unfamiliar contexts. Learners should justify responses and demonstrate analytical reasoning. The process is likely to be time limited.		
Level Five	Questions should address complex and sometimes unpredictable issues, requiring critical analysis, evaluation of evidence and synthesis of ideas. Learners should demonstrate independent judgement under time constraints.		
Level Six	Questions should reflect academic or professional practice and require critical evaluation of theory, research and evidence. Learners should demonstrate sustained analytical reasoning and problem-solving. The process is normally time limited.		
Level Seven	Questions should address advanced, complex and unpredictable issues at a strategic or professional level.		Evidence could include completed examination or test scripts, learner responses and assessor feedback.

	Learners should demonstrate originality, depth of insight and authoritative judgement within a time-limited assessment.		
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Evidence of Learner Achievement

Centres must ensure:

- Evidence is authentic and attributable to the learner
- Evidence is securely stored
- Evidence is retained for EQA review in line with OCN London requirements

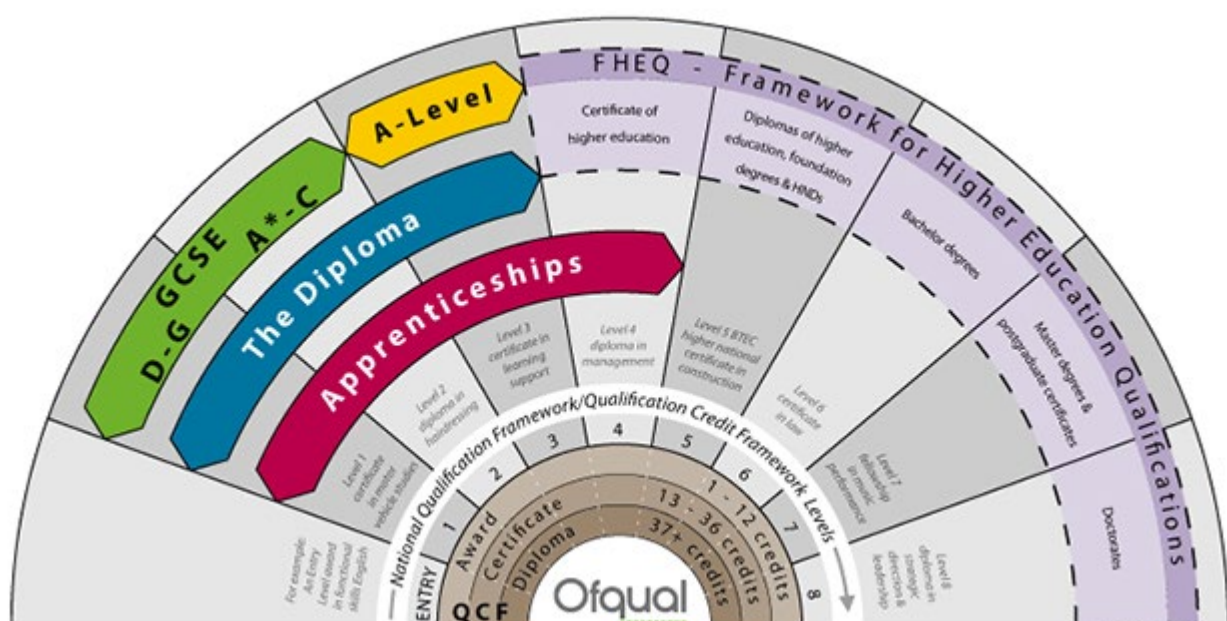
Words used in Assessment

Assessment Words	Assessment Method	Comments
Act on ... Contribute to ... Demonstrate ... Engage with (L3) ... Follow ... Participate in ... Perform ... Work with ...	Practical Demonstration Performance Role-play	This should be supported with a witness testimony or observation record. All feedback comments must be personal to the learner. Photographic evidence must be clearly annotated and cross referenced to the specific Assessment Criteria it is evidenced. Video or audio evidence must be available for the EQA The amount of detail required increases with the level
Agree	Written Description Essay	L3 and above. Justification is expected
Analyse	Written Description Essay Report Case Study Reflective log	L3 and above. Learners are expected to look at all aspects of the issue.
Apply	Practical Demonstration Performance Role-play Practice file	L3 and above Use, utilise, employ in a particular situation
Assess	Written Description Essay Report Case study Practice file	Uncommon at Entry level Some evaluation is expected

Clarify	Written Description Essay Professional discussion	L3 and above. An explanation of an issue is expected
Compare	Written description Essay Report Case study	Learners are expected to examine (two or more objects, ideas, people, etc.) in order to note similarities and differences:
Describe	Written Description (all levels) Essay Report Case study Oral Q & A (not appropriate from L2 upwards)	Uncommon at E1 & E2 E3 One or two sentences. L1 Minimum 2 complete sentences L2 Minimum 4 – 5 complete sentences (short paragraph) L3 Minimum 250 words
Differentiate (L2)	Written Description Essay Report Case study	Uncommon at Entry level Learners would be expected to highlight the differences between two issues.
Discuss	Group discussion Written description Essay	Oral should be supported with an observation record Written evidence should follow the same guidelines as above with regard to minimum expectations
Evaluate L3	Written description Essay Report	Make a judgement based on criteria; Determine the value of ...
Explain	Written description Professional discussion Report Essay	To make (an idea or situation) clear to someone by describing it in more detail or revealing relevant facts
Give an example of ...	Oral Q & A Written description	A Witness Statement could be used for this
Identify	Oral Q & A Written Q & A	Recognise and name This could be assessed through Pictorial Multiple Choice Labelling a Diagram Bullet Points
Indicate	Written Q & A Oral Q & A	Point out/show

List	Written	Link to <i>lists</i>
Outline	Written	Less detail required than for description
Plan	Written Production of artefact	A template could be provided for this
Produce	Production of Artefact	Photographic evidence must be clearly annotated and cross referenced to specific Assessment Criteria it is being used to evidence. Video or audio evidence must be available for the EQA or The artefact itself can also be made available <i>Link to topic sheet 14</i>
State	Oral Q & A Written description	Less detail required
Summarise L3	Written Description Essay Report	State the main points
Use	Practical Demonstration Performance/exhibition	Depending on the criteria this could also be written

Level Guidance



The **RQF Levels** refer to the levels of the **Regulated Qualifications Framework (RQF)** in the UK. The RQF is a framework for categorizing and comparing qualifications based on their complexity, demand, and the skills and knowledge required to achieve them. The RQF is designed to help learners, employers, and educational institutions understand how different qualifications relate to each other.

RQF Levels Overview

The RQF framework has **nine levels** (from Entry Level to Level 8), and each level indicates a different degree of difficulty and depth of knowledge, skills, and understanding:

1. **Entry Level:** This is the most basic level of qualification, providing foundational knowledge and skills. It is further divided into three sub-levels: Entry Level 1, Entry Level 2, and Entry Level 3.
2. **Level 1:** This level is equivalent to GCSE grades 1-3 (D-G in the old grading system). It involves basic knowledge and skills, such as those needed for simple tasks and routine situations.
3. **Level 2:** Equivalent to GCSE grades 4-9 (A*-C), Level 2 qualifications involve slightly more complex knowledge and skills. Examples include GCSEs, NVQs at Level 2, and BTEC Firsts.
4. **Level 3:** This level is equivalent to A-levels and involves more complex knowledge, understanding, and skills. Examples include A-levels, BTEC Nationals, and NVQs at Level 3.
5. **Level 4:** This is the first level of higher education. It is equivalent to the first year of a bachelor's degree or a Higher National Certificate (HNC). It involves a deeper understanding of a subject and the ability to apply skills in different contexts.
6. **Level 5:** Equivalent to the second year of a bachelor's degree or a Higher National Diploma (HND). Level 5 qualifications require a comprehensive understanding of complex subjects and the ability to apply skills to a range of contexts.
7. **Level 6:** Equivalent to a bachelor's degree with honours. It involves a critical understanding of complex subjects, advanced analytical skills, and the ability to apply knowledge to solve problems.
8. **Level 7:** This level is equivalent to a master's degree. It involves highly specialized knowledge and skills, critical evaluation, and research capabilities. Examples include a master's degree, postgraduate certificates, and diplomas.
9. **Level 8:** The highest level, equivalent to a doctorate (PhD). This level involves advanced research, original contributions to a field, and highly specialized knowledge.

Indicative Word Count

Indicative Written Evidence Guidance

To support consistency across centres while avoiding over-assessment, OCN London provides the following indicative word count guidance per assessment criterion.

These ranges:

- Are guidance only, not fixed requirements
- Must be applied proportionately to credit value
- May be accumulated across evidence rather than produced in a single piece
- Apply to written evidence only

Non-written assessment methods (e.g. practical demonstration, observation, professional discussion) must demonstrate equivalent demand, complexity and learner autonomy.

Indicative Word Count Range (Per Criterion)

RQF Level	Indicative written evidence per Assessment criterion
Entry Level	20 – 50 words
Level 1	50 – 100 words
Level 2	100-150 words
Level 3	200-300 words
Level 4	300-400 words
Level 5	400-600 words
Level 6	600-800 words
Level 7	800-1000 words

At Entry Level and Level 1, written evidence may take the form of:

- Short sentences
- Bullet points
- Structured templates
- Scribed or supported responses (where appropriate)

Command Words by Level (Indicative)

Level	Typical Command Word Demand
Entry Level	Identify, Follow, Participate
Level 1	Describe, Outline, Give examples
Level 2	Explain, Apply, Compare
Level 3	Analyse, Discuss, Evaluate
Level 4	Analyse, Review, Interpret
Level 5	Evaluate, Justify, Synthesise
Level 6	Critically analyse, Critically evaluate
Level 7	Critically evaluate, Synthesise, Reflect critically

Higher-level command words will normally require:

- Greater depth
- Clear structure

- Use of examples, rationale or evidence
- Increased learner autonomy

Applying this Guidance in Practice

Centres must ensure that:

- Evidence volume reflects the command word and level, not just the number of criteria
- Learners are not required to repeat evidence unnecessarily across criteria
- Assessment decisions are based on quality, relevance and sufficiency, not word count alone

Where assessment criteria are met primarily through:

- Practical demonstration
- Observation
- Professional discussion

Written evidence may be supplementary or minimal, provided decisions are clearly recorded.

Assessment Planning

Assessment Planning Requirements

Centres must ensure that assessment is planned, structured and transparent for all learners.

Assessment planning must:

- Be aligned to the qualification specification and unit requirements
- Be communicated clearly to learners at the start of delivery
- Reflect the level, credit value and assessment demand
- Avoid unnecessary or excessive assessment activity

Learner Information

Learners must be informed of:

- Assessment methods to be used
- Evidence requirements
- Timescales and deadlines
- Opportunities for feedback and review

Assessment planning must be internally quality assured using form IQA1 or similar and retained for EQA review.

Assessment Feedback

Feedback Requirements

Feedback must be:

- Constructive
- Timely
- Clear and learner-specific
- Linked directly to but NOT repeat assessment criteria

Feedback must:

- Confirm whether assessment criteria have been met
- Identify any gaps in evidence
- Support learner progress and improvement

Generic or non-personalised feedback is not acceptable. Records of feedback must be retained.

Recording Assessment Decisions

Recording Requirements

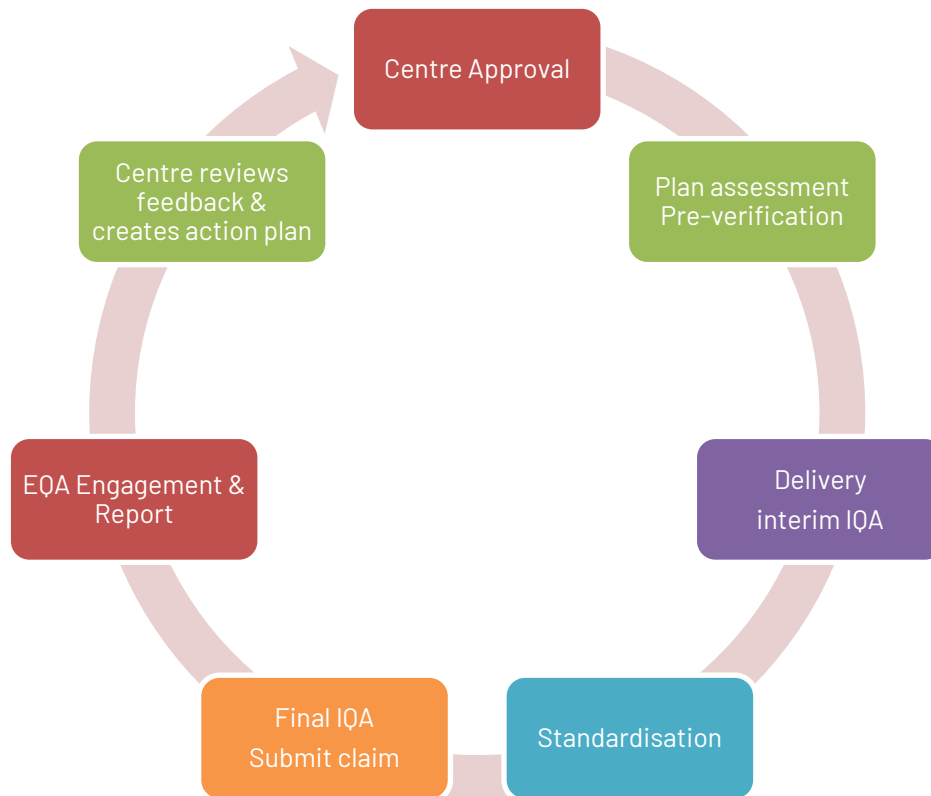
Centres must ensure that:

- Assessment records clearly show which criteria have been met
- Decisions are dated and attributable to the assessor
- Evidence is clearly referenced or mapped

Assessment records must be:

- Accessible for IQA and EQA
- Securely stored
- Retained in line with OCN London requirements

The Quality Assurance Cycle



IQA Sampling

IQA sampling must:

- Cover all assessors over time
- Include different assessment methods
- Sample across units and levels
- Increase where risk is identified

Centres are recommended to use a RAG rating system for assessors to support and justify sample size

Interim sampling is recommended for programmes longer than 4 weeks

Standardisation

Centres must:

- Hold standardisation activities regularly (at least once a year)
- Share good practice and address inconsistencies
- Retain records of standardisation outcomes

Document Version Control			
Version Number	Change or update	Author or owner	Date
1.0	First Version	Jan Kelly	23/12/25