

### **Accredited courses with Red Pressures**

These days, people want more value for money; at the same time they demand the highest quality too. Obtaining this can be a real challenge, in a competitive market place when price is so often king. But it is also really important to balance price against quality, especially where the needs of the learners and clients have to be paramount. That is where OCN Credit4Learning supports Red Pressures in accrediting their courses.

### **Recognition for Quality Training:**

Accreditation is all about quality assurance and providing extra recognition for the learner's skills, and the training providers' service. OCN Credit4Learning has a long history of providing bespoke accreditation and support for numerous organisations up and down the country. Working with a range of organisations from University's to Prisons, from Charities and NHS Trusts to Independent Training Providers OCN Credit4Learning have built a strong reputation for developing a cost effective, efficient and user friendly accreditation service, which in turn provides an assurance for learners and clients of the quality of the training they are receiving.

### **Accredited Courses: What and why?**

Accredited courses offer serious benefits, as unlike most formal qualifications, the style of delivery and application of the learning process can be tailored to the particular client's needs of the learner and the clients' needs. Additionally, unlike a non-accredited course, Accredited courses and the recipients of such training benefit from the knowledge that the course is nationally recognised, and that the training programme will be independently verified by OCN Credit4Learning, which in turn provides the client with the quality assurance, and confidence that a third party is objectively checking and supporting the standards of the training provided.

Furthermore, OCN Credit4Learning has worked closely with Red Pressures to map the courses to academic levels, and accredit the course at the agreed level. All courses accredited through OCN Credit4Learning receive the additional benefit of having learning credits attached; which is nationally recognised in Further Education as underpinning knowledge, this helps give the course a currency that the learner can use for their own personal development.

### **Forthcoming OCN Credit4Learning accredited courses include**

1. Understanding Communication in the workplace Level 3
2. Understanding Safeguarding adults in the work place. Level 2
3. Identifying and preventing adults being bullied in the work place. Level 2
4. Understanding safeguarding children in the work place Level 2
5. Identifying and preventing children being bullied in the workplace. Level 2
6. Developing the team Level 2

## The Qualifications and Credit Framework (QCF), Level Descriptors.

Level	Summary	Knowledge and understanding.	Application and Action	Autonomy and accountability
<b>Entry Level</b>	Entry 1 recognises progress along a continuum that ranges from the most elementary of achievements to beginning to make use of skills, knowledge or understanding that relate to the immediate environment.			
	<p><b>Achievement at Entry 2</b></p> <ul style="list-style-type: none"> <li>Reflects the ability to make use of skills, knowledge and understanding to carry out simple, familiar tasks and activities with guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge or understanding to carry out simple, familiar activities.66.</li> <li>Know the steps needed to complete simple activities.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out simple, familiar tasks and activities.</li> <li>Follow instructions or use rehearsed steps to complete tasks and activities.</li> </ul>	<ul style="list-style-type: none"> <li>With appropriate guidance begin to take some responsibility for the outcomes of simple activities.</li> <li>Actively participate in simple and familiar activities.</li> </ul>
	<p><b>Achievement at Entry 3</b></p> <ul style="list-style-type: none"> <li>Reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance where needed.</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge or understanding to carry out structured tasks and activities in familiar contexts.</li> <li>Know and understand the steps needed to complete structured tasks and activities in familiar contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out structured tasks and activities in familiar contexts.</li> <li>Be aware of the consequences of actions for self and others.</li> </ul>	<ul style="list-style-type: none"> <li>With appropriate guidance take responsibility for the outcomes of structured activities.</li> <li>Actively participate in activities in familiar contexts.</li> </ul>

<p><b>Level 1</b></p>	<p><b>Achievement at level 1</b></p> <ul style="list-style-type: none"> <li>• Reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks.</li> <li>• It includes responsibility for completing tasks and procedures subject to direction or guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Use knowledge of facts, procedures and ideas to complete well-defined, routine tasks.</li> <li>• Be aware of information relevant to the area of study or work.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete well-defined routine tasks.</li> <li>• Use relevant skills and procedures.</li> <li>• Select and use relevant information.</li> <li>• Identify whether actions have been effective.</li> </ul>	<ul style="list-style-type: none"> <li>• Take responsibility for completing tasks and procedures subject to direction or guidance as needed.</li> </ul>
<p><b>Level 2</b></p>	<p><b>Achievement at level 2</b></p> <ul style="list-style-type: none"> <li>• Reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems.</li> <li>• It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Use understanding of facts, procedures and ideas to complete well-defined tasks and address straightforward problems.</li> <li>• Interpret relevant information and ideas.</li> <li>• Be aware of the types of information that are relevant to the area of study or work.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete well-defined, generally routine tasks and address straightforward problems.</li> <li>• Select and use relevant skills and procedures.</li> <li>• Identify, gather and use relevant information to inform actions.</li> <li>• Identify how effective actions have been.</li> </ul>	<ul style="list-style-type: none"> <li>• Take responsibility for completing tasks and procedures.</li> <li>• Exercise autonomy and judgement subject to overall direction or guidance.</li> </ul>

<p><b>Level 3</b></p>	<p><b>Achievement at level 3</b></p> <ul style="list-style-type: none"> <li>• Reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity.</li> <li>• It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters.</li> <li>• It also reflects awareness of different perspectives or approaches within an area of study or work.</li> </ul>	<ul style="list-style-type: none"> <li>• Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine.</li> <li>• Interpret and evaluate relevant information and ideas.</li> <li>• Be aware of the nature of the area of study or work.</li> </ul>	<ul style="list-style-type: none"> <li>• Have awareness of different perspectives or approaches within the area of study or work.</li> <li>• Address problems that, while well defined, may be complex and non-routine.</li> <li>• Identify, select and use appropriate skills, methods and procedures.</li> <li>• Use appropriate investigation to inform actions.</li> <li>• Review how effective methods and actions have been.</li> </ul>	<ul style="list-style-type: none"> <li>• Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility for supervising or guiding others.</li> <li>• Exercise autonomy and judgement within limited parameters.</li> </ul>
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<p><b>Level 4</b></p>	<p><b>Achievement at level 4</b></p> <ul style="list-style-type: none"> <li>• Reflects the ability to identify and use relevant understanding, methods and skills to address problems that are well defined but complex and non-routine.</li> <li>• It includes taking responsibility for overall courses of action as well as exercising autonomy and judgement within fairly broad parameters.</li> <li>• It also reflects understanding of different perspectives or approaches within an area of study or work.</li> </ul>	<ul style="list-style-type: none"> <li>• Use practical, theoretical or technical understanding to address problems that are well defined but complex and non-routine.</li> <li>• Analyse, interpret and evaluate relevant information and ideas.</li> <li>• Be aware of the nature and approximate scope of the area of study or work.</li> <li>• Have an informed awareness of different perspectives or approaches within the area of study or work.</li> </ul>	<ul style="list-style-type: none"> <li>• Address problems that are complex and non-routine while normally fairly well defined.</li> <li>• Identify, adapt and use appropriate methods and skills.</li> <li>• Initiate and use appropriate investigation to inform actions.</li> <li>• Review the effectiveness and appropriateness of methods, actions and results.</li> </ul>	<ul style="list-style-type: none"> <li>• Take responsibility for courses of action, including, where relevant, responsibility for the work of others.</li> <li>• Exercise autonomy and judgement within broad but generally well-defined parameters.</li> </ul>
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