



PART OF **nocn** GROUP

QUALIFICATION SPECIFICATION

Suite of General Religious Education Qualifications

NOCN Entry Level Award in General Religious Education (Entry 3)

Qualification No: 500/8159/7

Operational Start Date: 1 September 2009

NOCN Level 1 Award in General Religious Education

Qualification No: 500/8160/3

Operational Start Date: 1 September 2009

NOCN Level 2 Award in General Religious Education

Qualification No: 500/8051/9

Operational Start Date: 1 September 2009

NOCN Level 3 Award in General Religious Education

Qualification No: 500/8083/0

Operational Start Date: 1 February 2010

Version

7.0 – March 2019

To know more about NOCN:

- Visit the NOCN website: www.nocn.org.uk
- Call the Customer Service Team: **0300 999 1177**

Introduction

NOCN has been providing a qualification and accreditation service to providers across the UK for over 25 years and is justifiably proud of its reputation as, "...a provider of fully accessible, trusted and flexible qualification and accreditation services".

Over the years, NOCN has worked effectively with centres for the benefit of learners across the country, with a mutual interest in providing a continuously improving service. NOCN, whilst retaining all the advantages of being a national body, has always provided a personal, bespoke service to its customers and prides itself on its local presence and expertise within communities.

This document details the qualification specification and provides guidance to the training provider on assessment criteria and evidence requirements.

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1. About the qualifications

Introduction

The aim of these qualifications is to develop the religious literacy of the learners. They encourage learners to further their knowledge and understanding in the study and practice of religion, and are offered at four levels to meet different starting points and enable progression.

These qualifications enable learners to identify diverse religious beliefs and explore their own position on faith through thinking about their experiences of life and the values of contemporary culture. They also allow them to develop their moral reasoning skills which they will be able to relate to one or more religious traditions. The qualifications are suitable for individuals from any faith tradition, or none, and allow them to explore the role of religious tradition within community life. They allow them to talk to learners with similar or different positions on faith, enabling them to develop their skills to become better citizens. The qualifications also ensure equality and diversity within the religious education provision of individual centres and offer tangible links within the curriculum offered to learners at schools, colleges and in the workplace. Learners will learn about what it means to be a human being and to develop a sense of fairness and religious acceptance. The qualifications will also allow them to develop and articulate their own points of view about religion and be able to apply these to everyday events. They will learn about respect and what to do if they find themselves in a situation that they perceive to be neither just nor fair.

Each qualification is composed of one unit:

NOCN Entry Level Award in General Religious Education (Entry 3)

Unit title: Introduction to General Religious Education

NOCN Level 1 Award in General Religious Education

Unit title: General Religious Education

NOCN Level 2 Award in General Religious Education

Unit title: General Religious Education

NOCN Level 3 Award in General Religious Education

Unit title: General Religious Education

Guided Learning Hours

The guided learning hours for each qualification is 30. This is notional learning time based on the credit values assigned to the units. Some learners will be able to achieve these units in a shorter time, other learners, particularly those with literacy requirements may take longer.

Guided Learning Hours (GLH) are a guide to the amount of teacher-supervised or directed study time a learner will need to complete the learning needed for a qualification. NOCN recognises that every learner is different and the actual time taken may vary beyond the maximum and minimum shown.

Training providers not reliant on public funding measured by GLH may find them a useful guide to the recommended length of a programme of study. The learning hours can be divided in any

way, for example, a 20 GLH hour programme could be delivered in 2 hours a week for 10 weeks or 8 hours a day for 3 days, depending on the course and learners.

Total Qualification Time

Through consultation with users, TQT has been agreed by considering the total number of learning hours required for the average learner to achieve this qualification.

TQT is split into two areas:

- Guided Learning Hours (GLH):
 - learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training
 - includes the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.
- Other Learning Hours (OLH):
 - an estimate of the number of hours a learner will spend, as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training, including:
 - preparatory work
 - self-study
 - or any other form of education or training, including assessment.

Examples of GLH activities include:

- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teach in real time
- E-learning supervised by a teacher in real time
- All forms of assessment which take place under the immediate guidance or supervision of an appropriate provider of training
- Exam time

Examples of OLH activities include:

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning

The agreed Total Qualification Time has been used to identify the qualification's Credit Value.

How the Qualifications Relate to Wider Education and Training Issues

Unit Title	General Religious Education
Social, Cultural & Ethical issues	Through case studies, examination of religious documents and an evaluation of people’s response to ethical issues learners will develop their knowledge, understanding and skills to think spiritually, ethically and theologically and identify the practical demands of religious commitment in everyday life.
Health & Safety	Through practical examples learners will learn about their own rights and their responsibilities to protect the rights of others, especially vulnerable adults. This investment will help develop a generation committed to ensuring the health and safety of themselves and others.
Equal Opportunities	These qualifications are suitable for individuals from any faith tradition.
Environmental Issues	To enable each learner to make links between their personal faith and social responsibility. Through their journal, learners will have an opportunity to reflect both on ‘human ecology’ and ‘environmental ecology’ in light of the contemporary thinking that the manner in which we live economically and socially can impact on the environment.
European Awareness/Legislation	To introduce learners to the principles of subsidiarity and solidarity enshrined in and the European Charter of Human Rights. Through this study learners will come to appreciate the moral and religious antecedents of this legislation.

Relationship with National Occupational Standards (or other relevant standards)

There are currently no NOS for religious literacy.

Schools and Colleges Achievement and Attainment Tables (SCAAT)

The SCAAT Points for the General Religious Education qualifications are detailed below:

Qualification	Level	Credit Value	SCAAT Points
NOCN Entry Level Award in General Religious Education	E3	3	3.5
NOCN Level 1 Award in General Religious Education	1	3	6.25
NOCN Level 2 Award in General Religious Education	2	3	11.5
NOCN Level 3 Award in General Religious Education	3	3	21

Language Requirements

If you wish to offer this qualification in Welsh or Irish (Gaeilge) then please contact NOCN who will review demand and provide as appropriate.

2. Who the qualifications are for

Target Group

These qualifications are for individuals interested in religious and theological studies from any faith tradition, or none.

Restrictions on Learner Entry

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

In the delivery of NOCN units to learners where age restrictions have been removed, centres are required to exercise due diligence in respect of the following:

- the learner's needs and access to information and advice about the units offered and how the course of learning will meet their needs;
- the learner's present capacity to undertake the tasks set by tutors, and tutors understanding of how particular tasks accord with the assessment criteria for the unit;
- tutors should be fully conversant with the qualification specification for the unit offered to learners, and avail themselves of the NOCN external verifier provision of further advice and guidance in the delivery of units, where clarification is required; centres should consult the NOCN document Access to Fair Assessment Policy and Procedure which is available on the NOCN website;
- centres will be required to have appropriate and up to date risk assessments and ensure that appropriate support and supervision is provided; appropriate specialist knowledge should be consulted where the possibility of any precipitate harm for learners or learners with particular characteristics is identified; NOCN may instigate consultation with the appropriate specialist where centres have not considered it necessary to do so or where it considers further specialist review is required;
- the centre contact for the unit/qualification being delivered must ensure that all procedures relating to the delivery of the unit/qualification operate effectively in the centre.

Entry Requirements

There are no specific requirements for prior learning.

QCF Level Descriptors¹

Learners will need to study at the levels indicated below to achieve the respective qualifications.

Level	Summary	Knowledge and understanding	Application and action	Autonomy and accountability
Entry Level – Entry 3	Achievement at Entry 3 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.	Use knowledge or understanding to carry out structured tasks and activities in familiar contexts. Know and understand the steps needed to complete structured tasks and activities in familiar contexts.	Carry out structured tasks and activities in familiar contexts. Be aware of the consequences of actions for self and others.	With appropriate guidance take responsibility for the outcomes of structured activities. Actively participate in activities in familiar contexts.
Level 1	Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.	Use knowledge of facts, procedures and ideas to complete well-defined, routine tasks. Be aware of information relevant to the area of study or work.	Complete well-defined routine tasks. Use relevant skills and procedures. Select and use relevant information. Identify whether actions have been effective.	Take responsibility for completing tasks and procedures subject to direction or guidance as needed

¹Extracted from *QCF Level Descriptors document on QCDA website October 2008.*

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

Level	Summary	Knowledge and understanding	Application and action	Autonomy and accountability
Level 3	Achievement at level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgment within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.	<p>Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine.</p> <p>Interpret and evaluate relevant information and ideas.</p> <p>Be aware of the nature of the area of study or work.</p> <p>Have awareness of different perspectives or approaches within the area of study or work.</p>	<p>Address problems that, while well defined, may be complex and non-routine.</p> <p>Identify, select and use appropriate skills, methods and procedures.</p> <p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and actions have been.</p>	<p>Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility for supervising or guiding others.</p> <p>Exercise autonomy and judgment within limited parameters.</p>

Recognition of Prior Learning

Recognition of prior learning is an assessment method leading to the award of credit. The process involves considering if a learner can meet the specified assessment requirements for a unit through knowledge, understanding or skills that they possess already as a consequence of which they do not need to undertake a course of learning.

Centres are encouraged to recognise the previous achievements and experiences, both formal, for example through accredited units or qualifications or informal, for example through continuous learning. This involves the recognition of achievement from a range of activities that will have been assessed through any valid method of assessment. When using the process of the recognition of prior learning, it is essential that the assessment requirements of a specific unit or, more exceptionally, a qualification have been met. The evidence of learning provided must be sufficient, reliable, authentic and valid. Evidence is not time-limited.

Progression Opportunities

The qualifications will ensure succession from prior learning and the formation of citizens committed to the building of the 'common good'. Learners will learn how to build just communities and be able to transfer or use such skills in the world of employment.

Learners with Particular Requirements

If you are a NOCN Recognised Centre and have learners with particular requirements, please see the **NOCN Reasonable Adjustments Policy and Procedure** found on the NOCN website at www.nocn.org.uk

This policy gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the assessment criteria.

The NOCN Centre Recognition process requires the centre to hold policy statements on Equal Opportunities, Diversity and Disability Discrimination which will be reviewed by NOCN. Please contact assurance@nocn.org.uk for further details.

3. Achieving the qualifications

Rules of Combination

Each of the qualifications contains one mandatory unit with 30 Guided Learning Hours (GLH) and a Total Qualification Time (TQT) of 30 hours. Achievement of each qualification is therefore determined by successful completion of the respective unit.

Achievement Methodology

Each unit has a coherent and explicit set of learning outcomes and related assessment criteria:

- Learning outcomes set out what a learner is expected to know, understand or be able to do as result of a process of learning.
- Assessment criteria specify the standard a learner is expected to meet to demonstrate that a learning outcome has been achieved.

All the learning outcomes must be assessed against all the stated assessment criteria. Accordingly, each learner is required to successfully complete one or more assessment tasks which meet all the learning outcomes and all assessment criteria. The assessment tasks are:

- Set by Centre
- Approved by Centre
- Marked by Centre
- Internally Verified
- Quality Reviewed

The qualifications are awarded to learners who produce sufficient and authentic evidence to show achievement of all the learning outcomes against all the stated assessment criteria.

4. The qualification units

Each of the qualifications contains one mandatory unit as shown below.

NOCN Entry Level Award in General Religious Education (Entry 3)

Unit Code	Unit Title	Credit Value	Level
F/600/3381	Introduction to General Religious Education	3	E3

NOCN Level 1 Award in General Religious Education

Unit Code	Unit Title	Credit Value	Level
R/600/2638	General Religious Education	3	1

NOCN Level 2 Award in General Religious Education

Unit Code	Unit Title	Credit Value	Level
D/600/2898	General Religious Education	3	2

NOCN Level 3 Award in General Religious Education

Unit Code	Unit Title	Credit Value	Level
J/600/3382	General Religious Education	3	3

The assessment activities for the units are indicated in the Assessment Information Grid on the individual units. An explanation of the kind of activity, assessment and evidence expected at the appropriate levels is after each unit.

Entry Level Unit

Unit Title:	Introduction to General Religious Education
Level:	Entry 3
Credit Value:	3
GLH:	30
QCDA Unit Reference Number:	F/600/3381

This unit has 7 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about religion and spirituality.	1.1. State their own beliefs about the meaning of human life, and why they hold those beliefs.
2. Know the demands of religious commitment in everyday life.	2.1. Identify some key religious activities in daily life, distinguishing these from secular activities.
3. Have an awareness of questions about life.	3.1. Identify some key questions about life and death/afterlife.
4. Have an awareness of religious practices.	4.1. Identify some key elements of practice within a particular faith tradition.
5. Have an awareness of different faith traditions within contemporary society.	5.1. Retell a religious story from each of two main faith traditions.
6. Have an awareness of the relationship between religious belief and lived experience.	6.1. State one example where religious belief influences choice of action in daily life.
7. Make a distinction between right and wrong in contemporary culture.	7.1. In response to a familiar story state whether the characters behaved in a good way.

Level 1 Unit

Unit Title:	General Religious Education
Level:	One
Credit Value:	3
GLH:	30
QCDA Unit Reference Number:	R/600/2638

This unit has 8 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Know about spirituality, theology and ethics.	1.1. Define spirituality, theology and ethics. 1.2. Give three examples of how spirituality, theology and ethics are relevant to current issues in society.
2. Know the demands of religious commitment in everyday life.	2.1. List the daily demands of religious commitment in one religious tradition.
3. Understand questions of life.	3.1. State how one faith tradition would explain the purpose of human life. 3.2. State how one faith tradition would explain the purpose of death.
4. Understand methods of engaging in religious practice.	4.1. List key elements of practice within religious faith.
5. Understand different faith traditions within contemporary society.	5.1. List the main elements of three faith traditions commonly observed in contemporary society.

<p>6. Understand their own faith or belief position.</p>	<p>6.1. State their individual position with regards to a key issue within religious debate.</p>
<p>7. Understand the relationship between religious belief and lived experience.</p>	<p>7.1. State one example where their lived experience has seemed to conflict with their faith or belief.</p>
<p>8. Develop skills to be able to respond to opportunities and responsibilities of life experiences.</p>	<p>8.1. From a given set of five ethical dilemmas, state what would be the right thing to do in each case in one faith tradition.</p>

Level 2 Unit

Unit Title:	General Religious Education
Level:	Two
Credit Value:	3
GLH:	30
QCDA Unit Reference Number:	D/600/2898

This unit has 8 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Develop an understanding of spirituality, theology and ethics.	1.1. Discuss the nature of spirituality, theology and ethics and how they link and manifest in society today. 1.2. Explain a current affairs issue by using spiritual and ethical principles.
2. Understand the demands of religious commitment in everyday life.	2.1. Describe how a religious commitment is demonstrated in everyday life. 2.2. Evaluate some of the demands of religious commitment.
3. Reflect on questions of life.	3.1. Compare how the meaning of life and death are explained in at least two religious traditions. 3.2. Discuss how this relates to their own understanding.
4. Understand methods of engaging in religious practice.	4.1. Describe key elements of practice within religious faith.
5. Understand different faith traditions within contemporary society.	5.1. Describe elements of three faith traditions commonly observed in contemporary society.

<p>6. Develop their own faith or belief position.</p>	<p>6.1. Explain their individual position with regards to two key issues within religious debate.</p>
<p>7. Understand the relationship between religious belief, personal faith and lived experience.</p>	<p>7.1. Describe a relationship between religious belief, personal faith and lived experience in a specific context.</p>
<p>8. Develop skills to be able to respond to opportunities and responsibilities of life experiences.</p>	<p>8.1. Describe the use of theological and ethical thinking as a response to their own personal experience.</p>

Level 3 Unit

Unit Title:	General Religious Education
Level:	Three
Credit Value:	3
GLH:	30
NOCN Unit Code:	DD1/3/QQ/002
QCDA Unit Reference Number:	J/600/3382

This unit has 8 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Develop an understanding of spirituality, theology and ethics.	1.1. Compare and contrast the nature of spirituality, theology and ethics in how they manifest in society today. 1.2. Critically discuss a current affairs issue by using spiritual and ethical principles.
2. Understand the demands of religious commitment in everyday life.	2.1. Critically discuss the demands of religious commitment in everyday life.
3. Reflect on questions of life.	3.1. Evaluate how the meaning of life and death are explained in at least two religious traditions. 3.2. Relate their own beliefs regarding some questions of life to one religious tradition.
4. Understand methods of engaging in religious practice.	4.1. Explain key elements of practice within religious faith.
5. Understand different faith traditions within contemporary society.	5.1. Compare and contrast elements of three faith traditions commonly observed in contemporary society.

6. Develop their own faith or belief position.	6.1. Justify their individual position with regards to a key issue within religious debate.
7. Understand the relationship between religious belief, personal faith and lived experience.	7.1. Critically discuss relationships and tensions between religious belief, personal faith and lived experience in a specific context.
8. Develop thinking skills to be able to respond to opportunities and responsibilities of life experiences.	8.1. Apply theological and ethical thinking skills to develop and evaluate a plan to respond to some likely life experiences in the near future.

The one prescribed and six optional assessment activities are detailed below.

Written description – Prescribed Assessment Method

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.

The learning may be assessed by:

- Tutor.
- One to one tutorial.
- Discussion.

Evidence could include:

- Tutor record of observation.
- Learner notes.
- Tutorial notes.
- Completed report.
- Charts.
- Plans.

Activity	Assessment	Evidence
Subjects should allow the application of knowledge in a range of complex areas, in a variety of familiar and unfamiliar context. GL = 1000 words.	Assessment through self-assessment and tutor assessment.	Evidence could be; tutor record, learner record, summary of feedback or completed work.

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 by an individual learner. **Or** may be used with individual learners as a written activity through case study materials and learner responses.

The learning may be assessed by:

- Tutor observation
- Class discussion
- One to one
- Group tutorial discussion

Evidence could include:

- Tutor record of observation
- Learner notes
- Summary of class discussion
- Tutorial notes
- Audio/video/photographic record

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

Oral question and answer

Specific, open or closed questions for immediate response. Can range from quite formal questions, for example, an oral test, to a quick, fun way of finding out where learners are up to, for example, a quiz. Allows response and questioning from learners and immediate feedback from tutor.

The learning may be assessed through:

- Responses by both tutor and individual learners.

Evidence could include:

- Tutor record/notes
- Learner notes or log
- Audio / video record

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

The learning may be assessed by:

- Learner, often supported through tutorial discussions with tutor.

Evidence could include:

- Log / diary (however this may be confidential and therefore not available for moderation).
- Tutorial notes.
- Tutor record.

Activity	Assessment	Evidence
<p>The reflection process should be written and learners given guidance on appropriate methods. Learners should be asked to record regularly what they have learned and to make judgements on how effective the learning process has been in terms of, for example, usefulness, interest, extension of knowledge / skills, their own learning style and what else they need to learn.</p>	<p>Assessment by learner, discussed with the tutor.</p>	<p>Evidence could include; log / diary and tutor notes.</p>

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.

The learning may be assessed by:

- Tutor / peer observation.
- One to one tutorial.
- Discussion.
- Self-assessment.

Evidence could include:

- Tutor record of observation.

- Learner notes.
- Tutor lesson plan.
- Tutorial notes.
- Audio / video / photographic record.
- Learner log.

Activity	Assessment	Evidence
Role-plays should allow the application of skills in a range of complex areas and in a variety of familiar and unfamiliar contexts.	Assessment through tutor / peer observation, one to one tutorial, discussion and self-assessment.	Evidence could be; tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio / video / photographic record or learner log.

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.

The learning may be assessed by:

- Tutor.
- Peer observation.
- One to one tutorial.
- Discussion.
- Self-assessment.

Evidence could include:

- Tutor record of observation.
- Learner notes.
- Tutor lesson plan.
- Tutorial notes.
- Audio/video/photographic record.
- Learner log.

Activity	Assessment	Evidence
Discussion should allow for consideration of a range of complex topics and in a variety of familiar and unfamiliar contexts.	Assessment through tutor, peer observation, one to one tutorial discussion and self-assessment.	Evidence could include; tutor record observation, learner notes, tutor lesson plan, tutorial notes, audio / video record and learner log.

Practice file

A structured collection of documents from real situations such as work or voluntary activity, which evidence the application of knowledge and / or skills. The documents should be mapped to specific learning outcome/s in a unit of assessment. May need a short explanation of how the particular document evidences achievement of a specific learning outcome.

The learning may be assessed through:

- Discussion with the tutor.

Evidence could include:

- Form mapping to learning outcomes, plus explanation if necessary and the documents, for example, minutes, reports, brochures, plans, witness statements, letters or e-mails.

Activity	Assessment	Evidence
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.	Assessment through discussion with the tutor.	Evidence could include; structured file with tutor feedback.

Forms and guidance for gathering learner evidence against the individual assessment criteria are available for download in Word format on the NOCN website:

http://www.nocn.org.uk/qualifications_and_units/additional_qualification_documents.

Alternatively, centres can use their own paperwork provided they ensure that the learners' work is ordered and portfolio references provided as required.

5. How the qualifications are assessed

5.1 Introduction

The qualifications require achievement of the specified units with no further requirements for additional/summative assessment. Achievement is therefore determined by successful completion of unit assessment. The assessment process is as follows:

- Assessments are internally set at the Centre by assessors, against the requirements detailed in the assessment criteria of the unit
- The learners are assessed internally at the Centre, using the assessments set
- The assessment process and assessment decisions are internally verified by an internal verifier at the Centre
- The portfolios of assessed evidence are externally verified by an external verifier appointed by the NOCN.

5.2 Unit Assessment

Achievement of units is through internally set, internally marked, internally verified and externally verified tasks, as detailed above. Centres devise assessment activities to meet the specified assessment criteria detailed in each unit, guided by the Assessment Information Grid which accompanies each unit and the [NOCN Assessment Definitions Document](#). The activity or activities set must enable the learners to meet the standards detailed in the assessment criteria. Centre devised assessments should be scrutinised by the Internal Verifier before use to ensure that they are fit for purpose. Centre devised assessments will be scrutinised by the external verifier to ensure reliability and validity of assessment.

5.3 Marking Tasks

Each task must be marked against the identified assessment criteria in the unit and judged to be either achieved or not achieved. Where a series of tasks is set, learners must demonstrate the achievement of the required standard identified in the assessment criteria in all tasks in order to achieve the unit credit. All of the assessment criteria in a unit must be met before the unit is deemed achieved. The unit achievement is not banded or graded; units are either achieved or not achieved.

5.4 Recording Achievement

You must record each learner's performance in each unit on an appropriate form or forms. The form/s should record the learner's performance against the unit assessment criteria evidenced by the task.

5.5 Standardisation

Centres will be required to provide samples of assessment tasks for regional and national standardisation activity.

6. Offering the qualifications

Recognised Centres

If you are already recognised to offer NOCN qualifications and would like more information contact: business-enquiries@nocn.org.uk.

If you are ready to add the qualification to your curriculum offer, please log in to the NOCN website, under Centres/Processes and Documents, and complete the 'Additional Qualification Approval Request Form,' which can then be returned to business-enquiries@nocn.org.uk for the attention of your Account and Sector Manager.

New Centres

If you are interested in offering this qualification, but are not yet a NOCN Approved Centre and would like more information about becoming a NOCN centre and offering this qualification please see **Become a Registered Centre** on our website <https://www.nocn.org.uk/customers/nocn-centres/> and click Become a Centre.

7. How the qualifications are quality assured

7.1 General Information

All Centres wishing to deliver the qualification, or units of the qualification, will need to demonstrate the ability to manage and deliver the units and/or the qualification, including adherence to quality assurance and assessment regulations.

NOCN will provide guidance and give support in enabling you to use the qualification.

The NOCN standard quality assurance arrangements and requirements include:

- Internal verification
- External verification
- Standardisation.

Once recognised as a Centre, NOCN will allocate an External Quality Assurer. The External Quality Assurer will have ongoing responsibility for monitoring the Centre's compliance with the requirements of centre recognised status.

The External Quality Assurer will make regular visits to all Centres. During these visits he/she will:

- Monitor the Centre's compliance with the Centre Recognition agreement by reviewing course documentation, meeting managers, tutors, internal quality assurers, learners and administrative staff.
- Verify recommendations for achievement submitted by the centre via Quartzweb.

Refer to the **NOCN Quality Assurance User Guide** for further information on the External Quality Assurance process.

7.2 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 the assessment criteria for the units in NOCN qualifications
- makes recommendations on assessment practice
- produces advice and guidance for the assessment of units
- identifies good practice in assessment.

It is a requirement that each venue offering the qualification must attend and contribute assessment materials and learners' evidence for Diocesan Standardisation.

The Diocesan Advisor and NOCN External Verifier will select samples for Standardisation purposes. Assessment materials, learners' evidence and tutor feedback will be collected by NOCN External Verifiers.

Outcomes from Standardisation will be available to venues through their Diocesan Advisor.



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