



PART OF **nocn** GROUP

QUALIFICATION SPECIFICATION

NOCN Suite of Developing Skills for Employment Qualifications

NOCN Level 1 Award in Developing Skills for Employment

Qualification No: 501/1109/7

NOCN Level 1 Certificate in Developing Skills for Employment

Qualification No: 501/1110/3

Operational Start Date: 1 September 2010

NOCN Level 2 Award in Developing Skills for Employment

Qualification No: 500/9199/2

NOCN Level 2 Certificate in Developing Skills for Employment

Qualification No: 500/9166/9

Operational Start Date: 1 May 2010

Version

3.1 February 2019

To know more about NOCN:

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

www.nocn.org.uk

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

The NOCN Level 1 and Level 2 Award and Certificate in Developing Skills for Employment are intended to develop a wide range of skills relevant to vocational employment which allow young people to make informed career and progression choices, building self-esteem and confidence, particularly for learners who have previously not achieved due to lack of focus, direction and/or confidence. The qualifications also allow learners to gain skills in preparing for the world of work through vocational units that allow them to 'taste' different work-related activities, using practical activities, work simulations and/or actual work experience.

The qualifications will provide learners with the opportunity to:

- investigate and gain experience in a chosen vocational area
- develop practical skills and techniques in a chosen vocational area
- communicate in a practical environment
- develop awareness of health and safety issues in practical environments
- plan work experience
- develop customer service skills
- use materials, tools and equipment in a practical environment
- handle money used to purchase goods and services
- select units appropriate to their needs and aspirations

The qualifications have the support of Asset Skills, the designated lead Sector Skills Council responsible for Employability.

The qualifications are generic and can be used in a broad range of contexts for learners considering their future employment options. The units have been written to be adaptable to many vocational situations which will enable learners to develop transferrable employability skills. The qualifications include the opportunity to develop the skills employers say are needed in their recruits such as team working and communication skills.

The benefits of the NOCN Level 1 and Level 2 Award and Certificate in Developing Skills for Employment for learners include:

- experience of, and accreditation, in a chosen vocational area
- gaining a qualification that provides evidence of achievement of the skills and qualities valued by employers
- progression onto other learning and employment
- the opportunity to develop generic employment skills
- vocational tasters to aid career decisions
- opportunities to improve own employability
- an opportunity to work towards qualifications in small steps
- progression onto sector specific qualifications
- assessment methods that can be matched to learning aims and styles

Guided Learning Hours

Guided Learning Hours are defined as the number of hours of teacher-supervised or directed study time required to teach a qualification or unit of a qualification.

The minimum guided learning hours are as follows:

NOCN Level 1 Award in Developing Skills for Employment: **54**

NOCN Level 1 Certificate in Developing Skills for Employment: **117**

NOCN Level 2 Award in Developing Skills for Employment: **48**

NOCN Level 2 Certificate in Developing Skills for Employment: **104**

Some learners will be able to achieve these units in a shorter time, other learners, particularly those with additional support requirements, may take much 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.

The Total Qualification Time for the qualifications are as follows:

NOCN Level 1 Award in Developing Skills for Employment: **60**

NOCN Level 1 Certificate in Developing Skills for Employment: **130**

NOCN Level 2 Award in Developing Skills for Employment: **60**

NOCN Level 2 Certificate in Developing Skills for Employment: **130**

Functional Skills

Functional Skills are the essential elements of English, mathematics and ICT that equip individuals to operate confidently, effectively and independently in life and at work. Although the qualifications are not directly mapped to Functional Skills Criteria, they provide opportunities for the development of these skills.

How the Qualification Relates to Wider Education and Training Issues

The qualifications will support work-related learning as part of the current Key Stage 4 requirement, which states that every young person should be able to:

- Learn through work
- Learn about work
- Learn for work

The qualifications will enable teachers or tutors to develop the learner's skills and qualities through a range of educational experiences in a variety of contexts. The skills accredited in each unit are discrete, but can be combined in such a way that they will be relevant to a number of vocational areas.



The skills and qualities developed in the qualifications also relate to a number of wider issues, for example, equal opportunities, health and safety, interpersonal skills and roles and responsibilities in the workplace.

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

The NOCN Level 1 and Level 2 Award and Certificate in Developing Skills for Employment are aimed at learners aged 14+, especially young people aged 14-16, to promote skills that are essential to success in life and work as well as to prepare them to enter employment as capable and competent individuals.

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

Restrictions on Learner Entry

There are no restrictions on learner entry.

Entry Requirements

There are no specific recommendations for prior learning, but it is expected that tutors will ensure the level of the qualifications is appropriate to the learner.

QCF Level Descriptor

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
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.	Use understanding of facts, procedures and ideas to complete well-defined tasks and address straightforward problems. Interpret relevant information and ideas. Be aware of the types of information that are relevant to the area of study or work.	Complete well-defined, generally routine tasks and address straightforward problems. Select and use relevant skills and procedures. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.	Take responsibility for completing tasks and procedures. Exercise autonomy and judgment subject to overall direction or guidance.

Extracted from QCF level descriptor’s document on QCDA’s website October 2008.

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 NOCN Level 1 and Level 2 Award and Certificate in Developing Skills for Employment enable progression to employment and further learning opportunities within employment, or further study.

The qualifications enable learners to gain an insight into a vocational area/s as part of their work-related learning, and therefore support learners in identifying and selecting an appropriate progression route as part of the 14-19 entitlement, for example, Apprenticeships, Foundation Learning and/or GCSEs/A levels.

The qualifications also provide learners with evidence of vocational knowledge, skills and qualities valued by employers. These include communication; practical skills and techniques; Health and Safety; and customer service.

Learners with Particular Requirements

Assessment within NOCN Level 1 and Level 2 Award and Certificate in Developing Skills for Employment is designed to be accessible and inclusive. The unit based approach allows flexibility through enabling learners to achieve the qualification in stages. The assessment methodology is appropriate and rigorous for individuals or groups of learners.

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

NOCN Level 1 Award in Developing Skills for Employment

In order to achieve the qualification, the learner must achieve a **total of 6 credits** with:

- A minimum of 4 credits to be achieved at Level 1
 - of these a minimum of 3 must be selected from Group B
- The remaining 2 credits can be selected from any group at Level 1 or Entry 3.
- Units with the same title can only be counted once towards the credits required for the qualification.

NOCN Level 1 Certificate in Developing Skills for Employment

In order to achieve the qualification, the learner must achieve a **total of 13 credits** with:

- A minimum of 8 credits to be achieved at Level 1
 - of these a minimum of 6 must be selected from Group B
- The remaining 5 credits can be selected from any group at Level 1 or Entry 3.
- Units with the same title can only be counted once towards the credits required for the qualification.

Please note that the units and unit groupings are the same in both qualifications. Unit 'Participating in a Vocational Taster' (R/600/3241) is barred against Unit 'Participating in Vocational Tasters' (Y/600/3242) in Level 1 qualifications.

NOCN Level 2 Award in Developing Skills for Employment

To successfully achieve the qualification, the learner must achieve a **total of 6 credits**:

- A minimum of 4 credits must be achieved at Level 2
 - of these a minimum of 3 credits must be achieved from Group B
- The remaining 2 credits can be achieved from any group at Level 1 or Level 2
- Units with the same title can only be counted once towards the credits required for the qualification.

NOCN Level 2 Certificate in Developing Skills for Employment

To successfully achieve the qualification, the learner must achieve a **total of 13 credits**:

- A minimum of 8 credits must be achieved at Level 2
 - of these a minimum of 6 credits must be achieved from Group B
- The remaining 5 credits can be achieved from any group at Level 1 or Level 2
- Units with the same title can only be counted once towards the credits required for the qualification.

Please note that the units and unit groupings are the same in both qualifications. Unit 'Participating in a Vocational Taster' (A/600/3251) is barred against Unit 'Participating in Vocational Tasters' (F/600/3252) in Level 2 qualifications.

For details of **unit groups**, please refer to the qualifications' structure on The Register of Regulated Qualifications (<http://register.ofqual.gov.uk/>).

Please refer to Section 4 'The Qualification Units' for the full list of units and sample courses.

Achievement Methodology

The qualifications are awarded to learners who successfully achieve an approved combination of units. Assessment for each unit is designed by the Centre in accordance with the NOCN Assessment Definitions Document. There is no further assessment to achieve the qualifications.

In summary:

- Tasks set by Centre
- Tasks approved by Centre
- Tasks marked by Centre
- Internally verified
- Externally verified

4. The qualification units

Please use the hyperlinks below to access the units from the NOCN website.

NOCN Level 1 Award and Certificate in Developing Skills for Employment

Ofqual Unit Code	Unit Title	Group	Credit Value	Level
L/600/3237	Developing Practical Skills and Techniques	B	3	L1
L/600/3240	Investigating a Vocational Area	B	2	L1
R/600/3241	Participating in a Vocational Taster	B	2	L1
Y/600/3239	Health and Safety in a Practical Environment	B	1	L1
Y/600/3242	Participating in Vocational Tasters	B	6	L1
A/600/3234	Communicating in a Practical Environment	B	3	L1
J/600/3236	Customer Service Skills	C	3	L1
R/600/3238	Handling Payment for Goods and Services	C	2	L1
D/600/3243	Preparation for Work Experience	C	1	L1
H/600/3244	Use of Materials in a Practical Activity	C	2	L1
K/600/3245	Use Tools and Equipment for a Practical Activity	C	2	L1
M/602/2198	Developing Customer Service Skills	D	3	E3
A/602/2205	Introduction to the Use of Tools and Equipment for a Practical Activity	D	2	E3
F/602/2206	Preparation for Work Experience	D	1	E3
H/602/2201	Introduction to Handling Payment for Goods and Services	D	2	E3
M/602/2203	Introduction to the Use of Materials in a Practical Activity	D	3	E3

NOCN Level 2 Award and Certificate in Developing Skills for Employment

Ofqual Unit Code	Unit Title	Group	Credit Value	Level
F/600/3235	Communicating in a Practical Environment	B	3	L2
T/600/3247	Developing Practical Skills and Techniques	B	3	L2
F/600/3249	Health and Safety in a Practical Environment	B	1	L2
A/600/3251	Participating in a Vocational Taster	B	2	L2
F/600/3252	Participating in Vocational Tasters	B	6	L2
T/600/3250	Investigating a Vocational Area	B	2	L2
M/600/3246	Customer Service Skills	C	3	L2
A/600/3248	Handling Payment for Goods and Services	C	2	L2
J/600/3253	Preparation for Work Experience	C	1	L2
L/600/3254	Use of Materials in a Practical Activity	C	2	L2
R/600/3255	Use Tools and Equipment for a Practical Activity	C	2	L2
J/600/3236	Customer Service Skills	D	3	L1
R/600/3238	Handling Payment for Goods and Services	D	2	L1
D/600/3243	Preparation for Work Experience	D	1	L1
H/600/3244	Use of Materials in a Practical Activity	D	2	L1
K/600/3245	Use Tools and Equipment for a Practical Activity	D	2	L1

Sample Courses

The following are examples of how units can be combined into qualifications. The exemplars include a suggested course title, unit titles and the credit value of each unit (in brackets). These are intended only as models to guide decisions, although providers are entitled to use these exemplar titles and combinations if appropriate to their learners.

Course title: **Exploring the World of Work**

Leading to: **NOCN Level 1 Award in Developing Skills for Employment**

Units	Group	Level	Credit/s
Health and Safety in a Practical Environment	Group B	One	1
Investigating a Vocational Area	Group B	One	2
Participating in a Vocational Taster	Group B	One	2
Preparation for Work Experience	Group C	One	1
TOTAL			6

Course title: **Introduction to Hair and Beauty**

Leading to: **NOCN Level 1 Certificate in Developing Skills for Employment**

Units	Group	Level	Credit/s
Health and Safety in a Practical Environment	Group B	One	1
Developing Practical Skills and Techniques	Group B	One	3
Communicating in a Practical Environment	Group B	One	3
Customer Service Skills	Group C	One	3
Preparation for Work Experience	Group D	Entry 3*	1
Handling Payment for Goods or Services	Group D	Entry 3*	2
TOTAL			13

*Example showing learner with a spiky profile, achieving 3 credits at Entry 3 while meeting the Rules of Combination for the qualification.

Course title: **Exploring Carpentry**

Leading to: **NOCN Level 2 Certificate in Developing Skills for Employment**

Units	Group	Level	Credit/s
Investigating a Vocational Area	Group B	Two	2
Developing Practical Skills and Techniques	Group B	Two	3
Health and Safety in a Practical Environment	Group B	Two	1
Participating in a Vocational Taster	Group B	Two	2
Preparation for Work Experience	Group C	Two	1
Use of Materials in a Practical Activity	Group C	Two	2
Use Tools and Equipment for a Practical Activity	Group C	Two	2
TOTAL			13

Course title: **Preparation for Work in Retail**

Leading to: **NOCN Level 2 Certificate in Developing Skills for Employment**

Units	Group	Level	Credit/s
Communicating in a Practical Environment	Group B	Two	3
Investigating a Vocational Area	Group B	Two	2
Participating in a Vocational Taster	Group B	Two	2
Customer Service Skills	Group C	Two	3
Handling Payment for Goods and Services	Group D	One*	2
Preparation for Work Experience	Group D	One*	1
TOTAL			13

*Example showing learner with a spiky profile, achieving 2 credits at Level one while meeting the Rules of Combination for the qualification.

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 level is given on the next page.

Assessment Definitions

Case Studies

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
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.	Assessment through tutor observation and discussion or tutor assessment of written work.	Evidence could be; tutor record of observation, summary of discussion, audio / video / photographic record or written work.
Level 1	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.	Assessment through tutor observation, discussion or tutor assessment of written work.	Evidence could be; tutor record of observation, summary of discussion, learner notes, audio / video / photographic record or written work.

Written question and answer/test /exam

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

The learning may be assessed through:

- Responses by individual learners.
- May make use of on-line assessment.

Evidence could include:

- Written questions
- Learner responses
- Tutor feedback

	Activity	Assessment	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.	Assessment by tutor.	Evidence could be; written responses.
Level 1	Process should be informal and non-threatening. Questions should encourage learners to make use of knowledge rather than just testing recall.	Assessment by tutor or external marker (for exams / tests).	Evidence could be; written responses.
Level 2	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.	Assessment by tutor or external marker (for exams / tests).	Evidence could be; written responses.

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
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.	Assessment by tutor.	Evidence could be; tutor / record notes or audio / video record.
Level 1	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.	Assessment by tutor.	Evidence could be; tutor record / notes or audio / video record.
Level 2	Open and closed questions should be included, covering a number of topics. Learners should be encouraged to expand on their answers.	Assessment by tutor, with a degree of self-assessment.	Evidence could be; tutor records, learner log or audio / video record.

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.

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
Entry Level	Subjects should be simple and familiar to learner. Written work should be short, structured and supervised.	Assessment through tutor assessment and discussion.	Evidence could be; tutor record of observation and feedback, summary of discussion or completed work.
Level 1	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.	Assessment through tutor assessment and discussion.	Evidence could be; tutor record of observation, summary of discussion and feedback or completed work.
Level 2	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. GL = 500 words.	Assessment through self-assessment and tutor assessment.	Evidence could be; tutor record, learner record, summary of discussion and feedback or completed work.

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
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 direction from the tutor.	Assessment by learner with tutor support.	Evidence could include; drawings, diagrams and tutor record.
Level 1	The reflection process should be written and may be in the form of brief, structured notes. Learner should be asked to record what they have 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.	Assessment by learner supported by tutor through tutorials.	Evidence could include; log / diary, tutorial notes and tutor record.
Level 2	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.	Assessment by learner supported by tutor through tutorials.	Evidence could include; log / diary, tutorial notes and tutor record.

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.

The learning may be assessed by:

- Tutor, learner or peers, during and at the end of process through discussion and observation.

Evidence could include:

- Notes, plans, record of project process.
- Tutor record.
- Peer records.
- Learner log.
- Audio / video / photographic record.

	Activity	Assessment	Evidence
Entry Level	Task should be simple, familiar, informal and supervised. It should involve repetitive and predictable processes.	Assessment through tutor observation and questioning during and at end of process.	Evidence could include, tutor record, learner notes, plans, reports, learner log or audio / video / photographic record.
Level 1	Task should be selected with support from tutor to allow the demonstration of knowledge and skills in a range of predictable, structured and familiar contexts.	Assessment through tutor observation and questioning during at the end of the process.	Evidence could be; tutor record, learner notes, plans, reports, learner log or audio / video / photographic record.
Level 2	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.	Assessment through tutor / learner discussion during and at the end of the process, and through self-assessment.	Evidence could be; tutor record, learner notes, plans, reports, learner log or audio / video / photographic record.

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
Entry Level	Role-plays should be simple with scenarios that are familiar to the learner. Role-plays should be short, structured and supervised.	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.
Level 1	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.	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.
Level 2	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.	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.

Practical demonstration

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

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
Entry Level	Practical demonstrations should be simple with situations that the learner is familiar with. They should be short, structured and supervised.	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 and learner log.
Level 1	Practical demonstrations should be limited in range, be familiar and require a narrow range of skills and knowledge.	Assessment through tutor / peer observation, one to one tutorial, discussion and self-assessment.	Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio / video / photographic record and learner log.
Level 2	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.	Assessment through tutor / peer observation, one to one tutorial, discussion and self-assessment.	Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio / video / photographic record and 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
Entry Level	Discussions should be simple with subjects that are familiar to the learner. The discussion should be short, structured and supervised.	Assessment through tutor, peer observation, one to one tutorial discussion and self-assessment.	Evidence could include; tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio / video record and learner log.
Level 1	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.	Assessment through tutor, peer observation, one to one tutorial discussion and self-assessment.	Evidence could include; tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio / video record and learner log.
Level 2	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.	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.

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.

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.
- Completed artefact.

	Activity	Assessment	Evidence
Entry Level	Artefact should be simple, familiar and informal. Its production should be supervised and involve repetitive and predictable processes.	Assessment through tutor / peer observation, one to one tutorial, discussion, self-assessment and questioning during and at end of process.	Evidence could be; tutor record, learner notes, plans, reports, learner log, audio / video / photographic record and completed artefact.
Level 1	Artefact should be selected with support from tutor to allow the demonstration of skills and apply knowledge in a range of predictable, structured and familiar contexts.	Assessment through tutor, peer observation, one to one tutorial, discussion, self-assessment and questioning during and at end of process.	Evidence could be, tutor record, learner notes, plans, reports, learner log, audio / video / photographic record and completed artefact.
Level 2	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	Assessment through tutor / peer observation, one to one tutorial, discussion, self-assessment and questioning during and at end of process.	Evidence could be; tutor record, learner notes, plans, reports, learner log, audio / video / photographic record and completed artefact.

	should be completed within an agreed timescale.		
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Practice file

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

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
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.	Assessment through discussion with the tutor.	Evidence could include; document/s and tutor notes.
Level 1	Practice evidence should demonstrate the application of a narrow range of skills and / or knowledge. Learners should be given detailed guidance on what documents would be appropriate, how the evidence should be presented, and on mapping to learning outcomes.	Assessment through discussion with the tutor.	Evidence could include; documents, learner notes and tutor comments.
Level 2	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.	Assessment through discussion with the tutor.	Evidence could include; structured file with tutor feedback.

5. How the qualifications are assessed

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 resulting portfolios of assessed evidence are internally verified by an internal verifier at the Centre
- The portfolios of assessed evidence are externally verified by an External Verifier appointed by NOCN.

5.1 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.

5.2 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.

5.3 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.

5.4 Standardisation

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

6. Offering the qualifications

Existing Centres

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

Use Horizon to add this qualification to your centre.

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. Quality Assurance and National Standardisation

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.

Details and guidance are provided by NOCN.

7.2 Standardisation

Standardisation is a process that promotes consistency in the understanding and application of standards, as 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 of the Centre Recognition Process that each Centre offering the units from the qualification must contribute assessment materials and learners' evidence for NOCN standardisation if requested.

NOCN will notify Centres of the required sample for standardisation purposes. Assessment materials, learners' evidence and tutor feedback will be collected by External Verifiers on behalf of NOCN.

Outcomes from standardisation will be available to Centres through NOCN.

NOCN

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