



PART OF **nocn** GROUP

# QUALIFICATION SPECIFICATION

## Level 2 Employability Qualifications

### **NOCN Level 2 Award in Employability**

Qualification No: 500/7564/0

### **NOCN Level 2 Certificate in Employability**

Qualification No: 500/7565/2

### **Operational Start Date**

1 October 2009

### **Version**

6.1 – February 2023

### **To know more about NOCN:**

Visit the NOCN website: [www.nocn.org.uk](http://www.nocn.org.uk)

Call the Customer Service Team: **0300 999 1177**

[www.nocn.org.uk](http://www.nocn.org.uk)

## INTRODUCTION

NOCN is a market-leading awarding organisation that has been providing qualifications for a wide range of centres, including FE colleges and training providers, for 30 years both in the UK and internationally.

We work with centres to deliver a high quality and flexible service for learners to underpin our passionate belief in the power of education and its impact on communities and individuals.

We offer all the advantages of being with a national awarding organisation with a diverse portfolio of qualifications, alongside providing a personalised, bespoke, service to our centres and learners.

As an accredited Leader in Diversity we are proud of our reputation as a provider of fully accessible, trusted and flexible qualifications.

## About NOCN Group

NOCN is part of NOCN Group, a progressive educational charity whose core aims are to help learners reach their potential and organisations thrive. The group includes business units specialising in regulated UK and international qualifications, end point assessment, endorsed programmes and assured short courses, Smart job cards, assessment services, consultancy, and research.

NOCN Group shares a joint purpose to offer learners, training providers, employers, and FE Colleges a fully integrated range of learning and skills development products and services.

Information about all our courses and qualifications is available from our website:

[www.nocn.org.uk/](http://www.nocn.org.uk/)

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## 1. About the qualifications

There has been an increasing demand from employers in recent years for training and preparation that focuses on the development of generic, transferable work skills that can then be applied in a wide range of occupations and sectors. The issue of employability is high on the national education and training agenda, as is evidenced by a range of current policy documents, fuelled by a changing economy and global environment that requires greater economic competitiveness and higher levels of skills. The workforce of today needs to be adaptable, flexible and willing to learn; these are personal attributes, amongst many others, that employers are increasingly seeking during recruitment.

The NOCN Level 2 Award and Certificate in Employability qualifications were devised to provide learners with the recognition of a range of employability skills, whilst at the same time building their confidence and motivation to seek, secure and sustain meaningful employment. The qualifications develop and encourage in learners the skills, attributes, behaviours and values that are needed to enter and succeed in the world of work. The qualifications are designed to enable flexibility for learners, allowing them to achieve the units on an incremental basis. The qualifications are accredited by the regulatory authorities and are supported by Asset Skills.

A number of units in these qualifications have also been written in partnership with the Deloitte Foundation to ensure a close fit with the Deloitte Employability Initiative, a programme of learning that is currently being delivered in FE colleges nationally, alongside vocational courses. The achievements by learners who complete the Initiative can lead to the award of the Level 2 Certificate in Employability.

The benefits of the NOCN Level 2 Award and Certificate in Employability for learners include:

- a nationally recognised qualification;
- a qualification that demonstrates work-readiness to potential employers and a willingness to learn;
- assessment methods that suit varying learning aims and styles;
- an opportunity to work towards a qualification in small steps;
- progression onto other learning and qualifications in the Qualifications and Credit Framework.

The benefits of the NOCN Level 2 Award and Certificate in Employability for centres include:

- a qualification that is accredited by the regulatory authorities and nationally recognised;
- a qualification and/or individual units that are eligible for funding in England, Wales and Northern Ireland;
- quality assurance and support from a NOCN;
- progression routes into other qualification provision offered by the centre;
- flexibility in approaches to delivery and assessment that, in turn, facilitates innovative and learner-centred practice;
- a range of optional units that allow centres the flexibility to provide a course that meets the particular needs of their target learners.

### Guided Learning Hours

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 7 hours a day for 3 days, depending on the course and learners.

The total recommended guided learning hours for the NOCN Employability qualifications are 24 for the Level 2 Award with 30 Total Qualification Time (TQT) and 104 for the Level 2 Certificate with 130 Total Qualification Time (TQT).

Additional time may be required on top of the recommended guided learning hours for final assessment.

### Total Qualification Time (TQT)

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 Qualification Relates to Wider Education and Training Issues**

The underlying principle upon which NOCN qualifications are based is one of widening participation and offering opportunities for those learners otherwise excluded from the qualification framework. To achieve this, learning outcomes have been developed to underpin this commitment and broaden the awareness and knowledge of learners across educational, cultural and social issues.

The nature of the qualifications determines that the units address general social, cultural and ethical issues; these include working with others, personal development, own behaviour in relation to others, attitudes to work, personal presentation and understanding the world of work. The qualification necessarily involves developing own skills and behaviour in relation to work; social, cultural and ethical issues should be integral themes in the delivery and assessment materials. In addition, the units 'Rights and Responsibilities in the Workplace' and 'Recognising Prejudice and Discrimination' explore issues associated with stereotyping, discrimination and employment law and the unit 'Operating in a Work Environment' addresses health and safety at work.



### 2. Who the qualifications are for

The NOCN Level 2 Award and Certificate in Employability are aimed at those learners who:

- are preparing to enter employment for the first time or are unemployed/unwaged and seeking to improve their employability for a return to employment;
- are not in education, training or employment;
- are serving, or have recently served, custodial or community sentences and need an intensive preparation for employment;
- are participating in the Deloitte Employability Initiative course.

**The minimum age for access to the qualification is 16 because the qualifications are focused on preparation for entering employment.**

The qualifications are particularly suitable for those who:

- want to evidence their transferable skills through a qualification in order to work in new areas;
- would benefit from alternative approaches to curriculum and learning;
- for whatever reason, have not previously achieved in education;
- want to progress into other further education courses.

### Restrictions on Learner Entry

The unit titled 'Operating in a Work Environment' requires the learner to be operating in a working context where they have a role and are able to acquire an understanding of the organisational structure and health and safety issues. The working context could be for example, a placement or voluntary work. The achievement of the qualification is not dependent on this unit; alternative units are available if this unit is not suitable for a particular context.

### Recommended Prior Learning

There are no specific requirements for prior learning.

### 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.

Learners will need to be able to:

Level	Intellectual Skills and Attributes	Processes	Accountability
<p><b>Level 2</b></p>	<ul style="list-style-type: none"> <li>• Apply knowledge with underpinning comprehension in a number of areas</li> <li>• Make comparisons</li> <li>• Interpret available information</li> <li>• Demonstrate a range of skills</li> </ul>	<ul style="list-style-type: none"> <li>• Choose from a range of procedures performed in a number of contexts, some of which may be non-routine</li> <li>• Co-ordinate with others</li> </ul>	<ul style="list-style-type: none"> <li>• Undertake directed activity with a degree of autonomy</li> <li>• Achieve outcomes within time constraints</li> <li>• Accept increased responsibility for quantity and quality of output subject to external quality checking</li> </ul>



### Progression Opportunities

The NOCN Level 2 Award and Certificate in Employability enable progression to employment or further study.

The qualifications focus on preparation for work and the development of generic, transferable work skills that can then be applied in a wide range of occupations and sectors. The qualifications will provide the learner with a certificate that recognises a range of employability skills, which they can then present to prospective employers as a demonstration of their work-readiness as well as their commitment to learn. It is intentionally devised to be a general preparation for work rather than specific to a vocation and is intended to improve the learner's chances of securing employment by developing their interpersonal and job-seeking skills and awareness of how to present themselves to prospective employers. The qualification may be offered as stand alone or alongside/embedded within vocationally specific qualifications.

### Learners with Particular Requirements

If you are a NOCN Recognised Centre and have learners with particular requirements, please see the **NOCN Reasonable Adjustments and Special Considerations Policy and Procedure** found on the NOCN website at [www.nocn.org.uk](http://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 Approval process requires the centre to hold policy statements on Equal Opportunities, Diversity and Disability Discrimination, which will be reviewed by NOCN.

Please refer to the **NOCN Quality Assurance Manual** for further details.

### 3. Achieving the qualifications

#### Rules of Combination

To achieve the NOCN Level 2 Award in Employability, the learner must successfully complete 3 credits from the group of optional units.

To achieve the NOCN Level 2 Certificate in Employability, the learner must successfully complete 13 credits from the group of optional units.

The learner can choose from a selection of 22 units to achieve the relevant combination of credits to be awarded the qualification. Please note that there are no mandatory units which are required for the achievement of these qualifications.

#### Achievement Methodology

The qualifications require achievement of the units with no further requirement for additional/summative assessment. Achievement is therefore determined by successful completion of unit assessment.

In summary:

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

## 4. The qualification units

QCA Accredited Number	Unit Title	Mandatory or Optional	Credit Value	Level	Sector
J/600/3723	Improving Own Performance	Optional	2	2	14.1
Y/600/3726	Oral Presentation Skills	Optional	3	2	14.1
D/600/3727	Personal Money Management	Optional	1	2	14.1
K/600/3729	Personal Presentation in the Workplace	Optional	1	2	14.1
H/600/3731	Recognising Prejudice and Discrimination	Optional	1	2	14.1
A/600/3735	Self Development	Optional	3	2	14.1
J/600/3737	Teamwork Skills	Optional	3	2	14.1
T/600/3717	Applying for Work	Optional	2	2	14.2
A/600/3718	Building and Managing Workplace Relationships	Optional	2	2	14.2
F/600/3719	Communication in the Workplace	Optional	2	2	14.2
T/600/3720	Customer Care	Optional	3	2	14.2
A/600/3721	Developing Enterprise Skills	Optional	3	2	14.2
F/600/3722	Developing Meeting Skills	Optional	2	2	14.2
L/600/3724	Interview Skills	Optional	1	2	14.2
R/600/3725	Operating in a Work Environment	Optional	3	2	14.2
D/600/3730	Recognising Leadership Skills	Optional	2	2	14.2
K/600/3732	Researching Employment Opportunities	Optional	1	2	14.2
M/600/3733	Responsible Work Practice	Optional	1	2	14.2
T/600/3734	Rights and Responsibilities in the Workplace	Optional	2	2	14.2
F/600/3736	Solving Problems in the Workplace	Optional	3	2	14.2
L/600/3738	Understanding Change in the Workplace	Optional	2	2	14.2
R/600/3739	Understanding Structures in the Workplace	Optional	3	2	14.2

An explanation of the kind of activity, assessment and evidence expected at the appropriate level is given in Section 5.6.

Please refer to our website for the content of each unit.

<https://www.nocn.org.uk/products/qualifications/500-7564-0-nocn-level-2-award-in-employability/>

<https://www.nocn.org.uk/products/qualifications/500-7565-2-nocn-level-2-certificate-in-employability/>

## 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 the 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.

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 sampled 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 regional and national standardisation activity.

An explanation of the kind of activity, assessment and evidence expected at the appropriate level is given in [Section 7.2](#).

## 5.5 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
<b>Level 2</b>	Case studies should allow the application of knowledge in a number of areas and contexts. Discussion should be directed but should allow for a degree of autonomy (group). Written work should be directed but allow for a degree of autonomy (GL <sup>1</sup> = 500 words).	Assessment through peer assessment, self-assessment, tutor observation, or assessment of written work.	Evidence could be; tutor record, learner record, peer checklist, summary of discussion or 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
<b>Level 2</b>	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 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
<b>Level 2</b>	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.

### Essay

A discursive, written response to a question or statement which involves the learner in finding and presenting information and opinion in a structured way, which normally includes an introduction, the information / opinions / evaluation / analysis and a conclusion.

The learning may be assessed by:

- Tutor against clear criteria.

Evidence could include:

- Essay
- Detailed tutor feedback

	Activity	Assessment	Evidence
<b>Level 2</b>	The essay subject should be familiar and the response should demonstrate the ability to interpret information, make comparisons and apply knowledge and demonstrate comprehension in a number of different areas. Learners should be given information on the expected structure of the essay and criteria for achievement. GL = 500 words.	Assessment by the tutor.	Evidence could be; the essay and tutor feedback.

### Report

A record of an activity and / or a summary of research which presents information in a structured way. Does not include opinion, but may include analysis or evaluation. May be presented in written or oral form.

The learning may be assessed by:

- Tutor for written report.

- Tutor and / or peers for oral presentation of report.

Evidence could include:

- Written report with tutor feedback
- Notes for oral presentation with tutor and / or peer feedback.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level 2</b>	Report could be presented in orally or in written format. Oral presentation should be to a familiar audience. Information should be from a range of sources and activities, should be from familiar or unfamiliar but predictable contexts. Learners should be clear on possible structures for the report and the criteria for achievement. GL = 4 minutes for oral / 500 words for written. Learners should be given guidance on planning and presentation.	Assessment by tutor and / or peers for oral presentation.	Evidence could be; written report with tutor feedback or learner plan for oral presentation with peer and / or tutor feedback.

**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
<b>Level 2</b>	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.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level 2</b>	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.

### 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.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level 2</b>	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.

**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.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level 2</b>	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
<b>Level 2</b>	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.

### Reflective log or diary

A description, normally in writing but may be oral, by the learner reflecting on how and what they have learned. Often completed at regular intervals during the learning process thus allowing discussion on individual progress and how further learning could be supported.

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
<b>Level 2</b>	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.

### 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
<b>Level 2</b>	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.

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](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.

## 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](mailto: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. How the qualifications are quality assured

### 7.1 General Information

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

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

The NOCN standard quality assurance arrangements and requirements include:

- Internal assessment of all assessment tasks and activities.
- 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, 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 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**

Acero Building  
1 Concourse Way  
Sheaf Street  
Sheffield  
South Yorkshire  
England  
S1 2BJ

**Tel:** 0300 999 1177

**Email:** [nocn@nocn.org.uk](mailto:nocn@nocn.org.uk)

**[www.nocn.org.uk](http://www.nocn.org.uk)**