



PART OF **nocn** GROUP

## QUALIFICATION SPECIFICATION

### NOCN Entry Level Skills for Employment, Training and Personal Development

**NOCN Entry Level Award in Skills for Employment, Training and  
Personal Development (Entry 3)**

Qualification No: 601/0712/1

**NOCN Entry Level Certificate in Skills for Employment, Training  
and Personal Development (Entry 3)**

Qualification No: 601/0714/5

**NOCN Entry Level Diploma in Skills for Employment, Training and  
Personal Development (Entry 3)**

Qualification No: 601/0718/2

#### **Operational Start Date**

1 December 2013

#### **Version**

5.0 – April 2021

#### **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 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 our centres for the benefit of learners across the country; with a mutual interest in providing a continuously improving service. NOCN, whilst retaining all the advantage 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 handbook is a resource for NOCN centres who wish to offer the NOCN Entry Level Award, Certificate and Diploma in Skills for Employment, Training and Personal Development (Entry 3).

The qualifications are relevant to schools, colleges and voluntary or private training providers working with learners aged 14 and above in the following areas: Personal Development, Vocational Support, Employability, Literacy and Numeracy, Animal Care, Business and Administration, Catering, Construction, Creative Skills, Hair and Beauty, Horticulture, Motor Vehicle and Cycle Maintenance and Sport and Leisure.

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

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## 1. NOCN Entry Level Award, Certificate and Diploma in Skills for Employment, Training and Personal Development (Entry 3)

The NOCN Entry Level Award, Certificate and Diploma in Skills for Employment, Training and Personal Development (Entry 3) are designed to provide an introduction to working in the following sectors: Personal Development, Vocational Support, Literacy and Numeracy, Animal Care, Business and Administration, Catering, Construction, Creative Skills, Hair and Beauty, Horticulture, Motor Vehicle and Cycle Maintenance and Sport and Leisure as well as more generic employability skills designed to build confidence for the workplace. The qualifications also contain units to address learners' needs in Literacy and Numeracy as well as Personal Development areas such as Emotional Intelligence, Road Safety Awareness or Computer Basics. Learners will gain an overview of key skills and areas of knowledge in order to inform further study and/or employment choices in the sectors named above.

These qualifications are suitable for learners **aged 14 years or over**. These qualifications will provide learners with an opportunity to:

- Gain knowledge and understanding of transferable vocational skills such as problem solving or time management.
- Gain an overview of key skills and knowledge relevant to their chosen sector in work experience or simulated work settings.
- Progress onto a higher level NOCN qualification in Skills for Employment, Training and Personal Development (from Level 1 to Level 3) or another NOCN vocational course such as the NOCN Level 1 Award in Creative Hair Studies, the NOCN Level 1 Award in Retail Knowledge or another training programme such as an Apprenticeship.

### Entry Requirements

There are no formal entry requirements for learners undertaking these qualifications.

### Qualification Structures

The NOCN **Entry Level Award in Skills for Employment, Training and Personal Development (Entry 3)** is a **6** credit qualification and has **40** guided learning hours with a Total Qualification Time (TQT) of **60** hours. The learner must achieve a total of 6 credits. A minimum of 3 credits must be achieved from any combination of units from Groups A-C. The remaining 3 credits must be taken from a combination of units from any of the groups. A maximum of 3 credits can be achieved from groups D-L.

The NOCN **Entry Level Certificate in Skills for Employment, Training and Personal Development (Entry 3)** is an 18 credit qualification and has **141** guided learning hours with a Total Qualification Time (TQT) of **180** hours. The learner must achieve a total of 18 credits. A minimum of 3 credits must be achieved from Group A and a minimum of 3 credits must be achieved from Group B. The remaining 12 credits can be taken from a combination of units from any of the groups with a maximum of 9 credits from Groups D-L.

The **NOCN Entry Level Diploma in Skills for Employment, Training and Personal Development (Entry 3)** is a **37** credit qualification and has **316** guided learning hours and a Total Qualification Time (TQT) of **370** hours. The learner must achieve a total of 37 credits. A minimum of 3 credits must be achieved from Group A and a minimum of 3 credits must be achieved from Group B. The remaining 31 credits can be taken from a combination of units from any of the groups with a maximum of 15 credits from Groups D-L.

### Group A - Personal Development

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Food and Nutrition for Children and Young People	E3	3	O	A/505/3671
Preparing, Presenting and Keeping Food for Children and Young People	E3	3	O	J/505/3673
Human Growth and Development	E3	3	O	R/505/3675
IT User fundamentals	E3	2	O	T/502/0166
Using Public Transport	E3	3	O	M/505/3702
Aspects of Citizenship	E3	3	O	A/505/3704
Road Safety Awareness For Pedestrians	E3	3	O	M/505/3716
Personal Hygiene Skills for Hands and Feet	E3	1	O	T/505/3720
Personal Hygiene Skills for Oral Health	E3	1	O	F/505/3722
Shopping for your Home	E3	3	O	M/505/3733
Table Setting in your Home	E3	1	O	A/505/3735
Emotional Intelligence	E3	3	O	J/505/3737
Using a Personal Learning Programme	E3	3	O	A/505/3749
Food, Drink and Cooking	E3	3	O	L/505/3660
Skills for Independent Living	E3	4	O	Y/505/3662
Home and Personal Safety	E3	3	O	D/505/3663
Planning for Personal Development	E3	1	O	K/505/3665

Skills for Employability	E3	3	O	M/505/3666
The Local Community	E3	1	O	F/505/3672
Rights and Responsibilities of Citizenship	E3	3	O	L/505/3674
Setting Goals for Personal Development	E3	3	O	H/505/3678
Young People, Law and Order	E3	3	O	K/505/3679
Personal Hygiene	E3	1	O	D/505/3680
Preparation for Production Skills	E3	3	O	M/505/3683
Planning and Reviewing for Personal Development	E3	3	O	T/505/3684
Travel Safety Awareness	E3	6	O	A/505/3685
Skills for Shopping	E3	3	O	F/505/3686
Supporting Children in Family Learning	E3	3	O	J/505/3687
Know How to Use ICT to Support Your Child's Learning	E3	1	O	R/505/0775
Skills for Gaining Employment	E3	3	O	R/505/3739
Career Preparation	E3	1	O	J/505/3740
Personal Study Skills	E3	3	O	L/505/3741
Preparing for a Recruitment Interview	E3	2	O	Y/505/3743
Recognising Employment Opportunities	E3	1	O	D/505/3744
Employment Contracts and Payslips	E3	1	O	K/505/3746
Recognising Voluntary Opportunities	E3	2	O	T/505/3748
Budgeting	E3	1	O	K/505/4007
Introduction to Issues of Substance Misuse	E3	1	O	J/505/1230
Computer Basics	E3	1	O	K/506/8036
The Internet and World Wide Web	E3	1	O	Y/506/8050
Caring for your Child	E3	3	O	J/505/1275
Parenting Skills	E3	3	O	R/505/1277
Understanding Family Relationships	E3	3	O	D/505/1279
Personal Budgeting and Managing Money	E3	3	O	H/503/3057
Alcohol and Drug Misuse Awareness	E3	3	O	F/505/1226
Healthy Living	E3	3	O	J/505/1227
Understanding Eating Disorders	E3	1	O	D/506/8051
Understanding own Response to Body Image	E3	2	O	K/504/0902

Sex and Relationships	E3	3	O	A/505/1533
Maintaining Sexual Health	E3	1	O	R/505/1537
Awareness of Social and Physical Aspects of Adult Relationships	E3	2	O	Y/505/1538
Exploring Health	E3	3	O	D/506/7904
Travelling to and from Work	E3	2	O	H/504/1692
Take Part in an Activity	E3	1	O	T/618/7072

**Group B - Vocational Support**

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Assertiveness and Decision Making Skills	E3	2	O	Y/505/0387
Customer Service Skills	E3	2	O	H/505/0392
Group and Teamwork Communication Skills	E3	2	O	K/505/0393
Improving Own Learning and Performance	E3	2	O	A/505/0396
Time Management Skills	E3	2	O	J/505/0403
Valuing Equality and Diversity	E3	1	O	K/505/1527
Health and Safety Procedures in a Work Environment	E3	1	O	A/505/1855
Problem Solving in the Workplace	E3	2	O	J/505/0398
Teamwork	E3	2	O	T/505/0400
Work Experience	E3	1	O	H/505/0408
Exploring an Occupational Sector	E3	3	O	H/506/7905
Prejudice and Discrimination Awareness	E3	3	O	J/506/7900
Working as a Volunteer	E3	3	O	J/600/6508

**Group C - Literacy and Numeracy**

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Applying Addition and Subtraction Skills	E3	1	O	R/505/4003
Applying Fraction Skills	E3	1	O	F/505/3090
Applying Number Skills	E3	1	O	Y/505/4004

Applying Shape and Space	E3	1	O	D/505/4005
Communication: Giving Information	E3	1	O	H/505/4006
Data Handling: Extracting and Interpreting	E3	1	O	M/505/4008
Data Handling: Recording and Representing Data	E3	1	O	T/505/4009
Division of Whole Numbers	E3	1	O	K/505/4010
Engage in Discussion	E3	1	O	F/503/3048
Grammar and Punctuation in Practical Use	E3	1	O	T/505/4012
Grammar Skills	E3	1	O	A/503/3050
Improving Own Spelling	E3	1	O	F/503/3051
Measure: Capacity and Temperature	E3	1	O	A/505/4013
Measure: Weight	E3	1	O	D/503/3378
Money: Adding and Subtracting	E3	1	O	L/505/3089
Multiplication of Whole Numbers	E3	1	O	L/505/4016
Reading Comprehension	E3	1	O	D/503/3154
Reading Grammar and Punctuation	E3	1	O	H/503/3155
Reading Key Personal Words	E3	1	O	K/503/3156
Spelling and Handwriting Skills	E3	1	O	A/503/3159
Spelling in Practice	E3	1	O	A/503/3162
Using Addition and Subtraction	E3	1	O	F/503/3275
Using Listening and Responding Skills	E3	1	O	T/503/3287
Using Punctuation	E3	1	O	F/503/3289
Writing Composition Skills	E3	1	O	Y/505/4021
Measuring and Estimating: Distance and Length	E3	1	O	J/505/4564
Time	E3	1	O	Y/505/4567

**Group D - Animal Care**

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Assist with Catching and Restraining a Small Animal	E3	2	O	R/505/4017
Check that a Small Animal is Healthy	E3	3	O	D/505/4019



Groom a Small Animal	E3	2	O	H/505/4037
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**Group E - Business and Administration**

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Assist in Handling Mail	E3	1	O	D/505/0441
Filing Skills	E3	2	O	K/505/0443
Reception Skills	E3	2	O	H/505/0442
Undertaking an Enterprise Activity	E3	6	O	M/505/0444
Using the Internet	E3	1	O	F/502/0171
Using the Telephone and Photocopier	E3	3	O	T/505/0445
Database Software	E3	2	O	M/506/8037
Presentation Software	E3	2	O	F/506/8043
Spreadsheet Software	E3	2	O	H/506/8049
Using Email	E3	1	O	H/506/8052
Word Processing Software	E3	2	O	K/506/8053

**Group F - Catering**

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Basic Cooking	E3	2	O	Y/502/4808
Basic food preparation	E3	2	O	J/600/0711
Food Commodities	E3	1	O	A/505/0589
Health and Safety and Food Hygiene in Catering	E3	2	O	M/505/0590
Making and Storing Baked Products	E3	3	O	A/505/0592
Prepare and Cook Fish, Meat and Poultry	E3	3	O	F/505/0593
Prepare and Cook Fruit and Vegetables	E3	3	O	J/505/0594
Serving Food and Drink	E3	2	O	F/502/4835
Using Kitchen Equipment	E3	1	O	L/505/0595
Using Local and Seasonal Produce to Create Healthy Meals	E3	3	O	L/506/7896

**Group G - Construction**

<b>Unit Title</b>	<b>Level</b>	<b>Credit Value</b>	<b>Mandatory or Optional</b>	<b>Ofqual Unit Reference Number</b>
Brickwork Workshop Practice	E3	3	O	L/505/3691
Building a Half Brick Wall Three Courses High	E3	3	O	K/505/3696
Building a Three Brick Square Hollow Pillar	E3	3	O	M/505/3750
Brickwork	E3	3	O	T/505/3751
Painting and Decorating: Cutting and Hanging Wall Coverings	E3	3	O	M/505/4039
Basic bricklaying skills	E3	1	O	R/504/2496
Basic Wall Tiling	E3	1	O	T/506/7908
Basic Painting and Decorating	E3	1	O	F/506/7927
Basic Plumbing – Fixing and Drilling	E3	1	O	T/506/7925
Basic Site Carpentry – Jointwork	E3	1	O	A/506/7909
Basic Plastering	E3	1	O	A/506/7926

**Group H - Creative Skills**

<b>Unit Title</b>	<b>Level</b>	<b>Credit Value</b>	<b>Mandatory or Optional</b>	<b>Ofqual Unit Reference Number</b>
Solo Music Performance	E3	3	O	J/505/3611
Ensemble Music Performance	E3	3	O	F/505/3610
Using the Internet as a Medium for Music	E3	3	O	F/505/3607
Performance Skills	E3	3	O	Y/505/3614
Physical Performance Skills	E3	3	O	Y/505/3595
Using Mixed Media in 2D	E3	3	O	J/505/3608
Design and imaging software	E3	2	O	L/502/0173
Craft Skills	E3	3	O	D/505/3596
Garment Making	E3	3	O	Y/505/3600
Needle/Textile Crafts	E3	3	O	D/505/3601
Soft Furnishing	E3	3	O	H/505/3602
Practical Floristry Skills	E3	3	O	K/505/3603

Floristry Principles and Techniques	E3	1	O	M/505/3604
Digital Photography	E3	1	O	T/505/3605
Discover Local History	E3	3	O	A/505/3606
Introduction to the Performing Arts	E3	3	O	M/506/8040
Art Appreciation	E3	3	O	L/506/7929
Ceramics	E3	3	O	M/506/7907
Drawing	E3	3	O	K/506/7906
Painting	E3	3	O	L/506/7901
Sculpture	E3	3	O	R/506/7897
Using Mixed Media in 3D Art	E3	3	O	J/506/7895
Desktop Publishing Software	E3	2	O	T/506/8038

### Group I - Hair and Beauty

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Assist with Hair Colour Services	E3	3	O	R/505/0582
Assist with Styling Women's Hair	E3	3	O	D/505/0584
Blow Dry Women's Hair	E3	3	O	H/505/0585
Hair Plaiting	E3	3	O	R/502/3804
Hand Care	E3	3	O	K/502/3467
Prepare and Maintain the Salon	E3	3	O	M/505/0587
Shampoo and Conditioning	E3	3	O	L/502/3753
Skin Care	E3	3	O	Y/502/3464
Assist with Styling Men's Hair	E3	3	O	Y/505/0583
Working Relationships in a Hairdressing Salon	E3	3	O	T/505/0588
Nail Art Application Skills	E3	2	O	R/506/7902
Providing Basic Manicure Treatments	E3	3	O	D/506/7899
Providing Basic Pedicure Treatments	E3	3	O	Y/506/7898
Basic Make-up Application	E3	3	O	J/506/7928
Make-up for an Occasion	E3	3	O	Y/506/7903

**Group J - Horticulture**

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Amenity Horticulture Skills	E3	3	O	T/505/0395
Clearing and Weeding a Garden	E3	2	O	F/505/0397
Cultivating Plant Cuttings	E3	3	O	L/505/0399
Garden Horticulture	E3	3	O	A/505/0401
Garden Maintenance Skills	E3	3	O	F/505/0402
Identify plants	E3	2	O	Y/600/0289
Maintaining Garden Habitats	E3	2	O	L/505/0404
Maintaining Soil	E3	2	O	R/505/0405
Planting in a Container	E3	3	O	D/505/0407
Propagating Seeds	E3	3	O	K/505/0409
Propagation of Plants	E3	2	O	D/505/0410
Using and Maintaining Garden Tools	E3	3	O	H/505/0411

**Group K - Motor Vehicle and Cycle Maintenance**

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Checking and Maintaining Car Tyres	E3	1	O	M/505/0413
Checking and Maintaining Fluid Levels on a Car	E3	1	O	T/505/0414
Identification of Basic External and Internal Car Parts	E3	1	O	A/505/0415
Introduction to Vehicle Engine Operating Principles	E3	4	O	M/600/4560
Introduction to Vehicle Workshop Bench Skills	E3	4	O	A/600/4562
Valeting a Car Interior	E3	3	O	J/505/0417
Washing a Car Exterior	E3	1	O	L/505/0418
Wax and Polish a Car Exterior	E3	3	O	R/505/0419
Clean and Prepare a Cycle for Use	E3	1	O	D/505/3677

Lubricate and Tension a Single Speed Cycle Chain	E3	1	O	L/505/3688
Remove and Replace Cycle Saddles, Seatposts and Handlebars	E3	1	O	K/505/3682
Remove and Replace Cycle Wheels, Tyres and Inner Tubes	E3	1	O	R/505/3689
Motor Vehicle Workshop Tools and Equipment	E3	2	O	T/506/8041
Motorcycle Construction	E3	2	O	A/506/8042
Routine Braking System Checks	E3	2	O	J/506/8044
Routine Motorcycle Checks	E3	2	O	Y/506/8047
Routine Vehicle Checks	E3	2	O	R/506/8046
Routine Wheel and Tyre Checks	E3	2	O	D/506/8048
Simple Body Repair Processes	E3	2	O	L/505/4064

**Group L - Sport and Leisure**

<b>Unit Title</b>	<b>Level</b>	<b>Credit Value</b>	<b>Mandatory or Optional</b>	<b>Ofqual Unit Reference Number</b>
Angling Skills	E3	3	O	Y/505/0423
Assist in Sports Coaching	E3	3	O	H/505/0425
Assisting at a Sport or Active Leisure Event	E3	3	O	D/501/7245
Health and Fitness	E3	3	O	A/505/0429
How the Body Works	E3	3	O	M/505/0430
Indoor Team Games	E3	3	O	T/505/0431
Participating in Leisure Activities	E3	3	O	F/505/0433
Planning and Participating in Countryside Walks	E3	3	O	L/505/0435
Taking Part in Sport	E3	3	O	Y/501/7244
The Angling Environment	E3	3	O	F/503/3874
Trees and Plants and their Importance to Wildlife	E3	2	O	K/505/4041
Getting to Know Woodlands	E3	3	O	T/505/4043
Improving own Fitness	E3	3	O	A/506/8039

## 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 teacher 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.

## 1. Centre Information

### 2.1. Offering these qualifications

#### Recognised Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering the NOCN Entry Level Award, Certificate and Diploma in Skills for Employment, Training and Personal Development (Entry 3) please contact: [business-enquiries@nocn.org.uk](mailto:business-enquiries@nocn.org.uk).

If you are ready to add these qualifications to your curriculum offer, please log into 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](mailto:business-enquiries@nocn.org.uk) for the attention of your Account and Sector Manager.

#### New Centres

If you are interested in offering the NOCN Entry Level Award, Certificate and Diploma in Skills for Employment, Training and Personal Development (Entry 3) but do not currently offer any other NOCN qualifications, you will need to be recognised as an NOCN approved centre. This process includes:

- Confirmation that the organisation has an adequate infrastructure in place to support the effective delivery of NOCN qualifications.
- An agreement signed by the principal authority in the organisation confirming adherence to the specified terms and conditions. This safeguards the quality assurance standards, in relation to the delivery and assessment process.

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.

#### External Verification

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

External Verifiers 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 moderators, learners and administrative staff.

- Sign off the Recommendation for the Award of Credit (RAC).
- •Verify recommendations for achievement submitted by the centre via Quartzweb

## 2.2. Required Resources for Delivering these Qualifications

As part of the requirement to deliver these qualifications there is an expectation that staff undertaking roles as part of the delivery and assessment of these qualifications have a demonstrable level of expertise.

### Tutor/Assessor

NOCN expects that Tutors/Assessors are able to demonstrate the following competencies:

- Be technically competent in Personal Development, Vocational Support, Employability, Literacy and Numeracy, Animal Care, Business and Administration, Catering, Construction, Creative Skills, Hair and Beauty, Horticulture, Motor Vehicle and Cycle Maintenance and Sport and Leisure as dictated by the units they are delivering and/or have experience of delivering training within the area. The minimum expectation is that the level of experience should be at the same level as the training that is to be delivered.
- An **occupational** knowledge of Personal Development, Vocational Support, Employability, Literacy and Numeracy, Animal Care, Business and Administration, Catering, Construction, Creative Skills, Hair and Beauty, Horticulture, Motor Vehicle and Cycle Maintenance and Sport and Leisure as dictated by the units they are delivering. The minimum expectation is that the level of knowledge should be at the same level as the training that is to be delivered.
- Hold a recognised teaching qualification or, for new tutors, undertake and complete initial teacher training to a minimum Level 3 standard within 12 months of taking up the tutor role.

Centre staff may undertake more than one role, for example, tutor and assessor or internal verifier, but they **cannot** carry out any verification on work that they have previously assessed.

### Internal Verifier

Each centre must have internal verification policies and procedures in place to ensure that decisions made by assessors are appropriate, consistent, fair and transparent, and that they do not discriminate against any learner. The policies and procedures must be sufficient to secure the quality of the award, ensuring validity, reliability, and consistency.

NOCN expects that an Internal Verifier is able to demonstrate the following competencies:



They should:

- Be technically competent in Personal Development, Vocational Support, Employability, Literacy and Numeracy, Animal Care, Business and Administration, Catering, Construction, Creative Skills, Hair and Beauty, Horticulture, Motor Vehicle and Cycle Maintenance and Sport and Leisure as dictated by the units they are verifying and/or have experience of delivering training within the area. The minimum expectation is that the level of experience should be at the same level as the training that is to be delivered.
- An occupational knowledge Personal Development, Vocational Support, Employability, Literacy and Numeracy, Animal Care, Business and Administration, Catering, Construction, Creative Skills, Hair and Beauty, Horticulture, Motor Vehicle and Cycle Maintenance and Sport and Leisure as dictated by the units they are verifying. The minimum expectation is that the level of knowledge should be at the same level as the training that is to be delivered.

NOCN supports and recognises Centres' internal quality assurance systems which support the above; any system should encourage standardisation and sharing of good practice.

## **Continuing Professional Development (CPD)**

Centres are expected to support their staff, ensuring that their subject knowledge remains current and that their members of staff are up to date with regards to best practice in delivery, assessment and verification.

### 3. Unit Information

The NOCN Entry Level Award, Certificate and Diploma in Skills for Employment, Training and Personal Development (Entry 3) all consist of optional units.

To achieve these qualifications a learner **must** provide evidence of learning and achievement against **all** of the assessment criteria within each unit. However a number of assessment criteria can be taught and assessed through one activity.

#### 3.1. Accessing the unit content

**All units are available to download from our website**

<https://www.nocn.org.uk/>

## 4. Assessment and Evidence

The NOCN Entry Level Award, Certificate and Diploma in Skills for Employment, Training and Personal Development (Entry 3) are internally assessed qualifications. Learners must provide evidence of learning and achievement against **all** of the assessment criteria specified within each unit.

The NOCN Entry Level Award, Certificate and Diploma in Skills for Employment, Training and Personal Development (Entry 3) are vocationally based qualifications and as such, the units offer the opportunity for learners to achieve a balance of practical skill and knowledge.

Centres must ensure that knowledge based learning is substantive, and relevant to the work or events likely to be encountered in the course of a relevant job role.

The centre must ensure that the assessment activities are:

**Valid** The assessment activity **must** be fit for purpose which means that the assessment tasks measure the intended outcomes of the unit. They should afford the learner an opportunity to provide sufficient evidence of learning to meet the assessment criteria at the appropriate level.

**Sufficient** The assessment activities afford the learner an opportunity to provide sufficient evidence of learning to meet the assessment criteria.

**Reliable** Assessment activities must generate clear and consistent outcomes across all assessors.

Although the activities may be applied to differing scenarios and in different contexts, with different learners, the evidence sought by the activity must be assessed with a universal standard to ensure that the resulting assessment decisions are consistent across all assessors and centres offering the qualification.

**Authentic** Evidence presented must be the learner's own work.

### 4.1. Fair and Equitable Assessment

Assessment within the NOCN Entry Level Award, Certificate and Diploma in Skills for Employment, Training and Personal Development (Entry 3) is designed to be accessible and inclusive.

The assessment methodology is appropriate for individual assessment or for groups of learners.

## 4.2. 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](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 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](mailto:assurance@nocn.org.uk) for further details.

## 4.3. Recognised 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, they do not need to undertake a course of learning.

Centres are encouraged to recognise previous achievements and experience, both formal, for example through accredited units or qualifications and 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.

## 4.4. Functional Skills

These qualifications could contribute towards the learning of Functional Skills in the following areas:

### English

- Speaking, listening and communication – could be demonstrated through group discussions or role play.
- Reading – could be demonstrated when working through completing risk assessment forms.
- Writing – could be demonstrated through completing work sheets or a reflective diary or logbook.

### ICT

- Development of ICT skills can be demonstrated through completing work sheets.

## Mathematics

- Development of mathematics skills can be demonstrated through setting number related tasks for the development of team work skills.

For more information see the Functional Skills criteria for English, ICT and/or maths on the NOCN website: [www.nocn.org.uk](http://www.nocn.org.uk)

### 4.5. Assessment and Evidence for the units

Centres can use a variety of assessment activities to capture evidence of learners' understanding. Activities may include:

- Case Studies
- Oral Question and Answer
- Role Play/Simulation
- Report
- Practice file
- Reflective Log or Diary
- Practical Demonstration
- Written Question and Answer/Test/Exam

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.

## Appendix 1 - Resource suggestions

### Personal Development

Resources and information at

[http://www.bbc.co.uk/learning/subjects/personal\\_development.shtml](http://www.bbc.co.uk/learning/subjects/personal_development.shtml)

Expert speakers – for example careers advisors, motivational speakers

### Vocational Support Units

Job descriptions and examples of workplace procedures and proformas

*Information and downloadable resources can be found at -*

[tlp.excellencegateway.org.uk/tlp/xcurricula/employability/](http://tlp.excellencegateway.org.uk/tlp/xcurricula/employability/)

Expert speakers - for example safety officers

### Literacy and Numeracy

Free downloadable resources as <http://www.skillsworkshop.org>

Literacy, Language and Numeracy Skills resources <http://www.skillsactive>

### Animal Care

Downloadable resources at <http://www.rspca.org.uk/education>

Expert speakers – for example animal handlers, vets

### Business and Administration

Business and Administration Student Handbook Level 1 Antony Lapsley, CFA

BTEC Entry 3/Level 1 Business Administration Student Book

Expert speakers - for example office managers

### Catering

Foundation Practical Cookery Level 1, David Foskett, Victor Ceserani, John Campbell

Expert speakers - for example chefs, restaurant owners, hoteliers

### Construction

BTEC Entry 3/Level 1 Construction Teaching Book, Topliss/Murray Smith

Expert speakers – for example construction workers, Civil Engineers

### Creative Skills

Expert speakers – for example florists, artists, craftspeople, musicians

### Hair and Beauty

Introduction to Hair and Beauty Sector Student Book: Entry 3 and Level 1, Gilly Ford, Helen Stewart, Samantha Taylor

Information and downloadable resources can be found at -

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

Expert speakers - for example hair/beauty salon owners

### Horticulture

Information and downloadable resources can be found at -

[www.lantra.co.uk](http://www.lantra.co.uk)

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

Expert speakers - for example gardeners

### **Hair and Beauty**

Introduction to Hair and Beauty Sector Student Book: Entry 3 and Level 1, Gilly Ford, Helen Stewart, Samantha Taylor

Information and downloadable resources can be found at -

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

Expert speakers - for example hair/beauty salon owners

### **Motor Vehicle and Cycle Maintenance**

Hillier's Fundamentals of Motor Vehicle Technology Book 1

Expert speakers - for example car mechanics

### **Sport and Leisure**

Sport and Active Leisure Entry 3/Level 1, Bob Harris, BTEC

Expert speakers - for example sports coaches, personal train

## Appendix 2 – Sample Assessment Documentation

### 1. Learner Evidence Record Unit 1

#### NOCN Entry Level Award in Skills for Employment, Training and Personal Development (Entry 3)

#### Unit Title: Food and Nutrition for Children and Young People

Assessment Criteria	Evidence	Portfolio Ref	Completed By	Signed Off By
1.1.				
1.2.				
1.3.				

Learner Signature: \_\_\_\_\_

Tutor Signature: \_\_\_\_\_

Confirmation of Achievement of Unit – Date: \_\_\_\_\_



Evidence Record cont....

**NOCN Entry Level Award in Skills for Employment, Training and Personal Development (Entry 3)**

**Unit Title: Food and Nutrition for Children and Young People**

Assessment Criteria	Evidence	Portfolio Ref	Completed By	Signed Off By
2.1.				
2.2.				
2.3.				

Learner Signature: \_\_\_\_\_

Tutor Signature: \_\_\_\_\_

Confirmation of Achievement of Unit – Date: \_\_\_\_\_

### Appendix 3 – Sample Feedback Sheet

<b>Feedback Sheet</b>
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Tutor/Assessor Comments:
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Learner comments:
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Tutor/assessor sign:
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Date:
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Learner sign:
---------------

Date:
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