QUALIFICATION SPECIFICATION

NOCN Level 1 Skills for Employment, Training and Personal Development

NOCN Level 1 Award in Skills for Employment, Training and Personal Development

Qualification No: 601/0948/8

NOCN Level 1 Certificate in Skills for Employment, Training and Personal Development

Qualification No: 601/0950/6

NOCN Level 1 Diploma in Skills for Employment, Training and Personal Development

Qualification No: 601/0951/8

Operational Start Date
1 December 2013

Version
4.0 – February 2019

To know more about NOCN:

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

Introduction

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

Over the years, NOCN has worked effectively with 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 Level 1 Award, Certificate and Diploma in Skills for Employment, Training and Personal Development.

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, Health and Social Care, 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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NOCN Level 1 Award, Certificate and Diploma in Skills for Employment, Training and Personal Development

The NOCN Level 1 Award, Certificate and Diploma in Skills for Employment, Training and Personal Development are designed to provide an introduction to working in the following sectors: Animal Care, Business and Administration, Catering, Construction, Creative Skills, Hair and Beauty, Health and Social Care, 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 (Level 2 and Level 3) or another NOCN vocational course such as the NOCN Level 2 Certificate in Warehousing and Storage, the NOCN Level 2 qualifications in Retail Skills or 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 Level **1 Award in Skills for Employment, Training and Personal Development** is a **6** credit qualification and has **40** guided learning hours with a Total Qualification Time (TQT) of **60** hours. Learners 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-N. (See unit details below).

The NOCN Level **1 Certificate in Skills for Employment, Training and Personal Development** is an **18** credit qualification and has **148** guided learning hours with a Total Qualification Time (TQT) of **180** hours. Learners 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-N. (See unit details below).

The NOCN Level **1 Diploma in Skills for Employment, Training and Personal Development** is a **37** credit qualification and has **276** guided learning hours with a Total Qualification Time (TQT) of **370** hours. Learners 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-N. (See unit details below).

Group A   Personal Development

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Ecology and Conservation	L1	3	O	F/505/3963
IT Communication Fundamentals	L1	2	O	Y/502/4291
Personal Information Management Software	L1	2	O	Y/502/4369
Using Mobile IT Devices	L1	2	O	H/502/4374
Website Software	L1	3	O	L/502/4630
Understanding the business of retail	L1	1	O	A/502/5756
Understanding the retail selling process	L1	2	O	T/502/5805
Aspects of Citizenship	L1	3	O	R/505/3983
Assertive Living	L1	3	O	K/505/3987
Building a Personal Career Portfolio	L1	3	O	T/505/3989
Independent Skills for Living in the Community	L1	3	O	D/505/3999
Household Skills	L1	3	O	J/505/4001
Lip Reading Skills	L1	6	O	R/505/4065
Interpersonal Skills	L1	3	O	D/505/4067
Personal Confidence and Self Awareness	L1	3	O	H/505/4068
Personal Development Skills	L1	3	O	K/505/4069
Personal Learning Programme	L1	3	O	D/505/4070
Personal Learning Skills	L1	6	O	H/505/4071
Skills for Independent Life	L1	3	O	M/505/4073
Further Education Enrichment Activity	L1	2	O	F/505/4076
Improving Own Confidence	L1	3	O	L/505/4078
Independent Shopping for Household Items	L1	3	O	R/505/4079

Making Choices in Pursuit of Personal Goals	L1	3	O	J/505/4080
Managing Learning	L1	3	O	D/505/4540
Personal Development	L1	3	O	L/505/4081
Supporting Your Child's Literacy and Numeracy Development Out of School	L1	1	O	K/505/0880
Safe Independent Travel	L1	3	O	R/505/4082
Understanding Rights and Responsibilities of Citizenship	L1	3	O	H/505/4099
Understanding Young People, Law and Order	L1	3	O	R/505/4101
Health and Safety in a Practical Environment *	L1	1	O	Y/505/4102
Job Seeking Skills	L1	3	O	D/505/4103
Personal Career Planning	L1	3	O	H/505/4104
Personal Career Preparation	L1	1	O	K/505/4105
Prepare for Interview	L1	1	O	M/505/4106
Preparing for Work	L1	3	O	T/505/4107
Recognising Employment Opportunities	L1	1	O	R/505/4342
Emotional Intelligence	L1	3	O	A/505/4111
Recognising Issues of Substance Misuse	L1	1	O	M/505/1237
Take Part in an Activity	L1	1	O	J/505/4337
Using Cooking Skills in the Domestic Kitchen	L1	3	O	F/505/4336
Caring for Your Child	L1	3	O	Y/505/1281
Parenting Skills	L1	3	O	H/505/1283
Family Relationships	L1	3	O	D/505/1282
Personal Money Management	L1	1	O	R/504/1154
Understanding Body Image	L1	1	O	A/505/1239
Understanding Eating Disorders	L1	1	O	M/505/1240
Understanding Nutrition, Performance and Healthy Eating	L1	3	O	A/505/1242
Understanding Own Response to Body Image	L1	2	O	J/505/1244

Understanding Stress and Stress Management Techniques	L1	3	O	R/505/1246
Health and Hygiene in the Home	L1	3	O	R/505/1232
Healthy Living	L1	3	O	D/505/1234
Alcohol Awareness for the Individual	L1	3	O	R/505/1229
Drug Awareness for the Individual	L1	3	O	L/505/1231
Awareness of Social and Physical Aspects of Adult Relationships	L1	2	O	F/505/1534
Maintaining Sexual Health	L1	1	O	L/505/1536
Personal Relationships	L1	3	O	D/505/1539
Sex and Relationships	L1	3	O	R/505/1540
Exploring Health	L1	3	O	J/506/7945

Group B   Vocational Support

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Understanding IT in the Workplace	L1	2	O	K/505/0460
Equality and Diversity	L1	1	O	D/504/6633
Assertiveness and Decision Making Skills	L1	2	O	F/505/0447
Customer Service Skills	L1	2	O	J/505/0448
Group and Teamwork Communication Skills	L1	2	O	J/505/0451
Improving Own Learning and Performance	L1	2	O	L/505/0452
Presentation Skills	L1	2	O	R/505/0453
Team Leading Skills	L1	2	O	D/505/0455
Time Management Skills	L1	2	O	T/505/0459
Employment Rights and Responsibilities	L1	2	O	L/505/0449
Health and Safety Procedures in the Workplace	L1	1	O	M/505/0461
Problem Solving in the Workplace	L1	2	O	Y/505/0454
Teamwork	L1	2	O	M/505/0458
Work Experience	L1	1	O	F/505/0464
Health and Safety in a Practical Environment*	L1	1	O	L/506/7946

Exploring an Occupational Sector	L1	3	O	F/506/7944
Planning and Reviewing	L1	2	O	D/506/7949
Prejudice and Discrimination Awareness	L1	3	O	R/506/7950
Recognising Voluntary Opportunities	L1	3	O	H/506/7953
Working as a Volunteer	L1	3	O	T/506/7956
Preparation for Work Experience	L1	1	O	D/600/3243

(*Unit Y/505/4102 in Group A and Unit L/506/7946 in Group B are barred against each other, and only one of the two units may count towards the achievement of a qualification.)

Group C   Literacy and Numeracy

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Communication Skills	L1	3	O	H/505/4023
Data Calculations	L1	1	O	K/503/3044
Handling Data	L1	2	O	A/503/3291
Measure: Time and Temperature	L1	2	O	D/505/4022
Probability	L1	1	O	Y/503/3282
Punctuation and Grammar Skills	L1	2	O	L/503/3392
Skills Used in Reading for Meaning	L1	3	O	T/503/3158
Spelling Rules and Strategies in Practical Use	L1	3	O	F/503/3163
Spelling Skills	L1	3	O	F/503/3390
Understanding and Using 2D Shapes	L1	1	O	H/503/3169
Understanding and Using Decimals	L1	2	O	R/503/3278
Understanding and Using Fractions	L1	2	O	Y/503/3170
Understanding and Using Percentages	L1	2	O	D/503/3252
Understanding Length, Weight and Capacity	L1	1	O	L/503/3277
Understanding Numbers	L1	2	O	R/503/3166
Understanding Perimeter and Area	L1	1	O	J/503/3276
Understanding Volume	L1	1	O	F/503/3258
Using Calculations: Addition and Subtraction of Whole Numbers	L1	1	O	J/503/3259

Using Calculations: Multiplication and Division of Whole Numbers	L1	2	O	F/503/3356
Writing for Meaning Skills	L1	3	O	D/503/3302

Group D   Animal Care

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Assist with Animal Accommodation	L1	2	O	R/600/0470
Assist with Feedstuffs for Small Animals	L1	2	O	H/600/0473
Assist with the Care of Animals	L1	2	O	A/502/4588
Assist with the Movement and Handling of Small Animals	L1	1	O	T/502/5710
Principles of Dealing with Animal Accommodation	L1	2	O	D/600/0469
Principles of the Care of Animals	L1	2	O	F/502/4589
Principles of the Movement and Handling of Small Animals	L1	2	O	L/502/5714
Assist with Maintaining the Health and Wellbeing of Animals	L1	6	O	H/502/5119
Developing Confidence Working with Animals	L1	3	O	R/503/2986
Principles of Dealing with Feedstuffs for Small Animals	L1	1	O	Y/600/0471

Group E   Business and Administration

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Assist in Handling Mail	L1	1	O	M/505/0623
Assist with Supporting Business Meetings	L1	3	O	A/505/0625
Database Software	L1	3	O	H/502/4553
Filing Skills	L1	3	O	J/505/0627
Presentation Software	L1	3	O	K/502/4621
Reception Skills	L1	2	O	L/505/0631

Spreadsheet Software	L1	3	O	A/502/4624
Understanding Businesses	L1	3	O	Y/505/0633
Undertaking an Enterprise Activity	L1	3	O	D/505/0634
Using Email	L1	2	O	J/502/4299
Using Office Equipment	L1	1	O	K/505/0636
Using the Internet	L1	3	O	T/502/4296
Using the Telephone	L1	3	O	M/505/0637
Word Processing Software	L1	3	O	L/502/4627
Using Scanners and Photocopiers	L1	3	O	K/505/4296
Budgetary Control within a Business Environment	L1	3	O	A/505/4108
Business Communication	L1	3	O	F/505/4109
Business Meeting Techniques	L1	3	O	K/505/4234
Time Management in a Business Environment	L1	2	O	J/505/4757

Group F   Catering

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Basic Food Preparation and Cooking	L1	3	O	K/502/5042
Food Service	L1	3	O	K/502/4957
Health and safety and food safety awareness in catering	L1	1	O	Y/503/9583
Introduction to Food Commodities	L1	1	O	A/502/5059
Making and Storing Baked Products	L1	3	O	H/505/0618
Prepare and Cook Fruit and Vegetable Dishes	L1	3	O	D/505/0620
Preparing and Serving Drinks	L1	3	O	L/502/5051
Prepare and Cook Fish, Meat and Poultry	L1	3	O	K/505/0622
Using kitchen equipment	L1	1	O	T/502/5075
Using Local and Seasonal Produce to Create Healthy Meals	L1	3	O	M/506/7955

Group G   Construction

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Constructing a Cavity Wall using Bricklaying Skills	L1	3	O	F/505/4112
Decorative Paint Effects for Interior Walls	L1	3	O	L/505/4114
Wallpapering Skills	L1	3	O	R/505/4115
Basic Plastering – Equipment and Materials	L1	1	O	H/506/7936
Basic Plastering Techniques	L1	2	O	K/506/7937
Basic Plumbing – Equipment and Materials	L1	1	O	M/506/7938
Basic Plumbing Skills	L1	2	O	T/506/7939
Basic Bricklaying Skills	L1	2	O	L/506/7932
Basic Bricklaying – Equipment and Materials	L1	1	O	J/506/7931
Basic Woodworking Joints	L1	3	O	A/506/8056
Basic Tiling: Equipment and Materials	L1	1	O	K/506/7940
Basic Tiling Skills	L1	2	O	M/506/7941
Basic Carpentry – Equipment and Materials	L1	1	O	R/506/7933
Basic Carpentry Skills	L1	3	O	Y/506/7934

Group H   Creative Skills

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Music Skills for Solo Performance	L1	6	O	H/505/3986
Musical Ensemble Skills	L1	6	O	K/505/3990
Composing Music	L1	6	O	J/505/3995
The Theory of Music	L1	6	O	Y/505/3998
Using Digital Sampling Techniques for Composing	L1	3	O	F/505/4501
Using the Internet as a Medium for Music	L1	3	O	L/505/4002
DJ Skills	L1	3	O	D/602/2245
Performance Improvisation Techniques	L1	3	O	M/505/4011
Technical Skills for Performance	L1	3	O	Y/505/4018
Musical Theatre	L1	3	O	K/505/4038

Performing Physical Theatre	L1	3	O	H/505/4040
Creating 3D Artwork	L1	3	O	R/505/4230
Face Painting	L1	1	O	M/505/4350
Creating 2D Artwork	L1	3	O	F/505/4224
Creative Crafts	L1	3	O	M/505/4235
Creative Writing Skills	L1	3	O	M/505/4042
Garment Construction: Techniques	L1	3	O	Y/505/3967
Knitted Garments	L1	3	O	H/505/3969
Manufacturing Sewn Products	L1	6	O	D/505/3971
Measuring and Cutting Skills for Garment Making	L1	3	O	H/505/3972
Preparation for Employment in the Fashion Industries	L1	3	O	A/505/3976
Preparation for Garment Construction	L1	2	O	R/503/3345
Using Commercial Garment Patterns	L1	3	O	F/503/3339
Using Tools and Equipment for Garment Making	L1	3	O	Y/505/3984
Practical Floristry Skills	L1	3	O	A/505/4044
Imaging Software	L1	3	O	J/502/4612
Design Software	L1	3	O	M/502/4572
Desktop Publishing Software	L1	3	O	Y/502/4565
Multimedia Software	L1	3	O	Y/502/4615
Local History Creative Project	L1	3	O	H/505/4216
Discover Local History	L1	3	O	K/505/4220
Understanding Techniques used in Floristry	L1	3	O	L/505/4341
Art Appreciation	L1	3	O	F/506/7930
Art and Design: Colour Theory and Design	L1	3	O	Y/503/0950
Ceramics	L1	3	O	T/506/7942
Drawing	L1	3	O	J/503/3097
Painting	L1	3	O	A/503/2612
Sculpture	L1	3	O	Y/503/2620

Group I   Hair and Beauty

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Assist with Facial Skin Care Treatments	L1	4	O	Y/600/8747
Assist with Hair Colour Services	L1	4	O	R/600/1036
Assist with Nail Services	L1	4	O	L/600/8924
Colour Hair using Temporary Colour	L1	3	O	R/600/4874
Create and Maintain Retail Displays in the Salon	L1	2	O	Y/600/6335
Plaiting and Twisting Hair	L1	3	O	Y/502/3805
Salon Reception Duties	L1	3	O	R/600/6334
Styling Men's Hair	L1	3	O	A/502/3795
Styling Women's Hair	L1	3	O	F/502/3796
Basic Make-up Application	L1	3	O	D/506/7935
Make-up for an Occasion	L1	3	O	R/506/7947
Nail Art Application Skills	L1	2	O	Y/506/7948
Providing Basic Manicure Treatments	L1	3	O	Y/506/7951
Providing Basic Pedicure Treatments	L1	3	O	D/506/7952
Understanding Skin Care	L1	3	O	D/506/5828

Group J   Health and Social Care – Adult

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Awareness of Protection and Safeguarding in Health and Social Care Adults and Children and Young People, Early Years and Childcare	L1	3	O	R/602/6194
Awareness of the Role and Responsibilities of the Adult Social Care Worker	L1	1	O	F/502/9727
Introduction to Communication in Health and Social Care _Adults and Children and Young People_, Early Years and Childcare	L1	2	O	T/602/6205
Introduction to the Adult Social Care Sector	L1	1	O	F/502/9579

Introduction to the Values and Principles of Adult Social Care	L1	1	O	D/502/9590
Introductory Awareness of Person-Centred support in Health, Social Care and Children's and Young People's Settings	L1	2	O	D/502/9718
Introductory Awareness of the Importance of Healthy Eating and Drinking for Adults	L1	3	O	J/506/8058
Understanding the Principles of Care, Organisational Policies and the Role of the Care Worker	L1	3	O	L/500/5513

Group K   Health and Social Care – Children and Young People

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Awareness of Protection and Safeguarding in Health and Social Care Adults and Children and Young People, Early Years and Childcare	L1	3	O	R/602/6194
Caring for Babies and Young Children	L1	3	O	Y/505/4729
Developing Skills for Listening to Children	L1	3	O	H/503/8193
Introduction to Communication in Health and Social Care _Adults and Children and Young People_, Early Years and Childcare	L1	2	O	T/602/6205
Introduction to Developing Language and Communication Skills in Children from 0 – 5 Years	L1	3	O	J/505/0742
Introductory Awareness of Person-Centred support in Health, Social Care and Children's and Young People's Settings	L1	2	O	D/502/9718
Supporting Child Development from 0-3 Years	L1	3	O	H/505/0747
Understanding Children's Social and Emotional Development	L1	3	O	A/505/0754
Understanding Growth and Physical Development from Birth to Adolescence	L1	2	O	F/505/0755
Understanding Play	L1	3	O	R/503/3183
Understanding Play for Early Learning	L1	3	O	F/503/8167

Understanding the Intellectual and Language Development of Children from Birth to Eight	L1	3	O	Y/503/3184
Understanding the Physical and Psychological Needs of Children	L1	3	O	R/505/0761
Understanding the Principles of Care, Organisational Policies and the Role of the Care Worker	L1	3	O	L/500/5513
Using Craft Activities with Children and Young People	L1	3	O	D/505/0763

Group L   Horticulture

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Cultivating Compost and Soils	L1	3	O	R/505/0596
Cultivating Herbs	L1	3	O	R/503/2714
Garden Horticulture	L1	3	O	D/505/0598
Organic Horticulture	L1	3	O	L/505/0600
Pest Control	L1	1	O	M/503/8620
Plant Pruning	L1	1	O	R/505/0601
Plant Selection	L1	3	O	M/504/0738
Sowing and Growing Techniques	L1	3	O	Y/505/0602
Using and Maintaining Horticultural Hand Tools	L1	3	O	T/504/0742
Weed Control	L1	1	O	A/504/0743
Soils and Crop Plants	L1	3	O	L/505/4338

Group M   Motor Vehicle and Cycle Maintenance

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Checking and Maintaining a Car's Tyre Pressure and Tread	L1	1	O	D/505/0603
Identification of Basic External and Internal Car Parts	L1	3	O	H/505/0604

Introduction to Vehicle Technology and Workshop Methods and Processes	L1	6	O	L/502/1646
Introduction to Vehicle Valeting	L1	4	O	J/501/7028
Introduction to Vehicle Wheels and Tyres	L1	2	O	H/501/7022
Motorcycle Construction And Routine Maintenance	L1	3	O	Y/503/3380
Routine Vehicle Maintenance Processes and Procedures on Vehicles with Four Wheels or more	L1	4	O	J/600/3303
Carry Out a Systematic Cycle Check	L1	1	O	J/505/4404
Remove and Replace a Cycle Rim Brake Assembly	L1	2	O	F/505/4403
Repair a Cycle Puncture	L1	1	O	L/505/4405
Basic Vehicle Body Repairs	L1	5	O	M/506/8054
Routine Motorcycle Maintenance Processes and Procedures	L1	4	O	L/506/8059
Tools, Equipment and Materials for Vehicle Maintenance	L1	4	O	H/506/8066
Vehicle Braking Systems Components and Maintenance	L1	4	O	K/506/8070
Cycle Maintenance	L1	3	O	A/506/7943

Group N   Sport and Leisure

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Angling Skills	L1	3	O	T/505/0638
Assist in Delivering an Activity Session	L1	3	O	F/505/0643
Indoor Team Games	L1	3	O	A/505/0656
Participating in Leisure Activities	L1	3	O	L/505/0659
Planning a Fitness Programme	L1	3	O	F/504/8200
Principles of Conducting Sports Coaching	L1	3	O	F/505/0660
Taking Part in a Sport	L1	3	O	J/505/0661
The Angling Environment	L1	3	O	J/503/3570
How the Body Works	L1	4	O	F/506/8057
Sport and Active Leisure Project	L1	4	O	K/506/7954

Taking Part in Exercise and Fitness	L1	4	O	D/506/8065

For instructions on accessing unit content, please see section 3.1 below.

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.

Centre Information

Offering these qualifications

Recognised Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering the NOCN Level 1 Award, Certificate and Diploma in Skills for Employment, Training and Personal Development please contact: business-enquiries@nocn.org.uk.

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

New Centres

If you are interested in offering the NOCN Level 1 Award, Certificate and Diploma in Skills for Employment, Training and Personal Development, 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.

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, Health and Social Care, 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, Health and Social Care, 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, Health and Social Care, 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** of Personal Development, Vocational Support, Employability, Literacy and Numeracy, Animal Care, Business and Administration, Catering, Construction, Creative Skills, Hair and Beauty, Health and Social Care, 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.

Unit Information

The NOCN Level 1 Award, Certificate and Diploma in Skills for Employment, Training and Personal Development 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/

Assessment and Evidence

The NOCN Level 1 Award, Certificate and Diploma in Skills for Employment, Training and Personal Development are **internally** assessed qualifications. Learners must provide evidence of learning and achievement against **all** of the assessment criteria specified within each unit.

The NOCN Level 1 Award, Certificate and Diploma in Skills for Employment, Training and Personal Development 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.

Fair and Equitable Assessment

Assessment within the **NOCN Level 1 Award, Certificate and Diploma in Skills for Employment, Training and Personal Development** is designed to be accessible and inclusive.

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

Learners with Particular Requirements

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

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

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

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.

Functional Skills

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

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

ICT
   o   Development of ICT skills could be demonstrated through completing work sheets and other assessments or research on line.

Mathematics
   o   Development of mathematics skills could 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

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.

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
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/
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
Entry 3/Level 1 Business Administration Student Book BTEC
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
Entry 3/Level 1 Construction Teaching Book, BTEC 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
Expert speakers - for example hair/beauty salon owners

Health and Social Care
BTEC Entry 3/Level 1 Health and Social Care Student Book, Roots et al.
www.**skillsforhealth**.org.uk

www.**skillsforcare**.org.uk
Expert speakers – for example care workers, nurses, childcare assistants

Horticulture
Information and downloadable resources can be found at -
www.lantra.co.uk
www.rhs.org.uk
Expert speakers - for example gardeners, garden designers

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
Expert speakers - for example hair/beauty salon owners and workers

Motor Vehicle and Cycle Maintenance
Hillier's Fundamentals of Motor Vehicle Technology Book 1
Expert speakers - for example car mechanics, roadside recovery personnel

Sport and Leisure
Sport and Active Leisure Entry 3/Level 1, Bob Harris, BTEC
Expert speakers - for example sports coaches, personal trainers

This list is indicative, not exhaustive.

Appendix 2 - Assessment Documentation

Learner Evidence Record Unit 1

NOCN Level 1 Award in Skills for Employment, Training and Personal Development

Unit Title: Ecology and Conservation

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 Level 1 Award in Skills for Employment, Training and Personal Development

Unit Title: Ecology and Conservation

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 - Feedback Sheet

Feedback Sheet

Tutor/Assessor Comments:

Learner comments:

Tutor/assessor sign:	Date:
Learner sign:	Date:

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