



PART OF **nocn** GROUP

# QUALIFICATION SPECIFICATION

## Level 1 Employability Qualifications

### **NOCN Level 1 Award in Employability**

Qualification No: 600/3483/X

### **NOCN Level 1 Certificate in Employability**

Qualification No: 600/3482/8

### **Operational Start Date**

1 November 2011

### **Version**

5.0 – March 2019

### **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**

## INTRODUCTION

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

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

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

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## 1. About these qualifications

There has been an increasing demand from employers in recent years for training that focuses on the development of generic, transferable work skills. The workforce of today needs to be adaptable, flexible and willing to learn. Hence, the issue of employability is high on the national education and training agenda.

The NOCN Level 1 Award and Certificate in Employability:

- Meet the needs of employers for qualifications that cultivate a positive attitude to work and develop essential work skills and behaviours such as communication, teamwork and problem-solving;
- Build confidence and self-esteem so that learners are empowered to apply for, secure and sustain meaningful employment;
- Provide the opportunity to develop an understanding of relationships in the workplace and employer expectations;
- Encourage the development of values, personal attributes and interpersonal skills that contribute to success in the workplace;
- Have been endorsed by the Sector Skills Council Asset Skills.

### Guided Learning Hours (GLH)

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

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

The total number of guided learning hours for the NOCN Level 1 Award in Employability is 56.

The total number of guided learning hours for the NOCN Level 1 Certificate in Employability is 106.

### 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.

The total qualification time for the NOCN Level 1 Award in Employability is 70.

The total qualification time for the NOCN Level 1 Certificate in Employability is 130.

### **Relationship with relevant standards**

The NOCN Level 1 Award and Certificate in Employability have been mapped to Version 3 of the Asset Skills Employability Matrix.

### **Language Requirements**

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

### **Northern Ireland Entitlement Framework**

The NOCN Level 1 Award and Certificate in Employability is not included on the Northern Ireland Entitlement Framework.

## 2. Who the qualifications are for

The NOCN Level 1 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 work;
- Are not in education, training or employment;
- Are serving, or have recently served, a custodial or community sentence and need intensive preparation for employment.

**The minimum age for access to these qualifications is 16 years old because the qualifications are focused on preparation for employment.**

### Restrictions on Learner Entry

There are no restrictions on learner entry.

### Entry Requirements

There are no specific entry requirements for the qualifications.

### 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.

**QCF Level Descriptors**

Level	Summary	Knowledge and understanding	Application and action	Autonomy and accountability
<b>Level 1</b>	Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.	<p>Use knowledge of facts, procedures and ideas to complete well-defined, routine tasks.</p> <p>Be aware of information relevant to the area of study or work.</p>	<p>Complete well-defined routine tasks.</p> <p>Use relevant skills and procedures.</p> <p>Select and use relevant information.</p> <p>Identify whether actions have been effective.</p>	Take responsibility for completing tasks and procedures subject to direction or guidance as needed

*Extracted from QCF level descriptor's document on QCDA's website October 2008*

### Progression Opportunities

NOCN Level 1 Award and Certificate in Employability enable progression to employment or further study.

### 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.

### **3. Achieving the qualifications**

#### **Rules of Combination**

##### **NOCN Level 1 Award in Employability**

In order to achieve the qualification, the learner must achieve a minimum of 7 credits. All 4 credits must be taken from the Mandatory Group and a minimum of 3 credits from the Optional Group.

##### **NOCN Level 1 Certificate in Employability**

In order to achieve the qualification the learner must achieve a minimum of 13 credits. All 4 credits must be taken from the Mandatory Group and a minimum of 9 credits from the Optional Group.

#### **Achievement Methodology**

The qualifications are awarded to learners who successfully achieve an approved combination of units. There is no further assessment to achieve the qualifications.

## 4. The qualification units

A copy of each unit can be found on the NOCN website.

### NOCN Level 1 Award in Employability

Ofqual Unit Code	Unit Title	Mandatory or Optional	Credit Value	Level	NOCN ID	Sector
<b>Mandatory Group</b>						
Y/503/5209	<u>Communication Skills in Preparing for Work</u>	Mandatory	2	L1	CAO243	14.2
F/503/4894	<u>Oral Presentation Skills</u>	Mandatory	1	L1	CAO248	15.3
M/600/9936	<u>Working as a Team</u>	Mandatory	1	L1	CAM108	14.2
<b>Optional Group</b>						
T/501/6893	<u>Community project</u>	Optional	3	L1	CAO244	1.3
A/503/4893	<u>Customer Care</u>	Optional	2	L1	CAO245	15.4
L/502/0464	<u>Dealing with Problems in daily life</u>	Optional	2	L1	CAO246	14.2
H/602/5941	<u>Financial Literacy: Budgeting and Money Management</u>	Optional	1	L1	CAN080	14.1
Y/600/3239	<u>Health and Safety in a Practical Environment</u>	Optional	1	L1	CAL494	14.2
L/503/5210	<u>Planning and Reviewing Learning</u>	Optional	2	L1	CAO247	14.2
L/503/4896	<u>Recognising and Respecting Diversity in the Workplace</u>	Optional	1	L1	CAO249	15.3
R/503/4897	<u>Responsible Work Practice</u>	Optional	2	L1	CAO250	14.2
L/500/5317	<u>Undertaking an Enterprise Project</u>	Optional	3	L1	BZR470	14.2
K/500/5423	<u>Work Experience</u>	Optional	3	L1	BZO918	14.2

## NOCN Level 1 Certificate in Employability

Ofqual Unit Code	Unit Title	Mandatory or Optional	Credit Value	Level	NOCN ID	Sector
<b>Mandatory Group</b>						
Y/503/5209	<u>Communication Skills in Preparing for Work</u>	Mandatory	2	L1	CAO243	14.2
F/503/4894	<u>Oral Presentation Skills</u>	Mandatory	1	L1	CAO248	15.3
M/600/9936	<u>Working as a Team</u>	Mandatory	1	L1	CAM108	14.2
<b>Optional Group</b>						
T/501/6893	<u>Community project</u>	Optional	3	L1	CAO244	1.3
A/503/4893	<u>Customer Care</u>	Optional	2	L1	CAO245	15.4
L/502/0464	<u>Dealing with Problems in daily life</u>	Optional	2	L1	CAO246	14.2
H/602/5941	<u>Financial Literacy: Budgeting and Money Management</u>	Optional	1	L1	CAN080	14.1
Y/600/3239	<u>Health and Safety in a Practical Environment</u>	Optional	1	L1	CAL494	14.2
L/503/5210	<u>Planning and Reviewing Learning</u>	Optional	2	L1	CAO247	14.2
L/503/4896	<u>Recognising and Respecting Diversity in the Workplace</u>	Optional	1	L1	CAO249	15.3
R/503/4897	<u>Responsible Work Practice</u>	Optional	2	L1	CAO250	14.2
L/500/5317	<u>Undertaking an Enterprise Project</u>	Optional	3	L1	BZR470	14.2
K/500/5423	<u>Work Experience</u>	Optional	3	L1	BZO918	14.2

The assessment activities for the units are indicated in the Assessment Information Grid on the individual units.

An explanation of the kind of activity, assessment and evidence expected at Level 1 is given on the following pages.

## 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

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level One</b>	Case studies should be limited in range, familiar and require a narrow range of knowledge. Discussion should be structured and involve a limited degree of judgement (group or one-to-one). Written work should be structured and involve a limited degree of judgement.	Assessment through tutor observation, discussion or tutor assessment of written work.	Evidence could be; tutor record of observation, summary of discussion, learner notes, audio / video / photographic record or written work.

### 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

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level One</b>	Process should be informal and should include both open and closed questions covering a narrow range of knowledge. Learners should be encouraged by the use of supplementary questions.	Assessment by tutor.	Evidence could be; tutor record / notes or audio / video record.

### 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

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

## 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

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level One</b>	The essay subject should be simple and the response should be descriptive and not analytical or evaluative. A narrow range of applied knowledge and demonstration of basic comprehension would be expected. Learners should be given detailed information on how to structure the essay and on the criteria for achievement.	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 One</b>	Report could be presented orally or in written format. Oral presentation should be informal. Information used in the report should be readily available and activities should be in familiar contexts. Learners should be clear on the expected structure and criteria for the report and given support on planning and presentation.	Assessment by tutor.	Evidence could be; a written report with tutor feedback or learner notes of oral presentation with 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.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level One</b>	Task should be selected with support from tutor to allow the demonstration of knowledge and skills in a range of predictable, structured and familiar contexts.	Assessment through tutor observation and questioning during at the end of the process.	Evidence could be; tutor record, learner notes, plans, reports, learner log or audio / video / photographic record.

**Production of artefact**

Production of a relevant artefact selected by the tutor or by learners, which enables learners to demonstrate skills and to apply knowledge.

The learning may be assessed by:

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

Evidence could include:

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

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level One</b>	Artefact should be selected with support from tutor to allow the demonstration of skills and apply knowledge in a range of predictable, structured and familiar contexts.	Assessment through tutor, peer observation, one to one tutorial, discussion, self-assessment and questioning during and at end of process.	Evidence could be, tutor record, learner notes, plans, reports, learner log, audio / video / photographic record and completed artefact.

### 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 One</b>	Role-plays should be limited in range, be familiar and require a narrow range of skills. Role-plays should be structured and involve limited degree of learner choice.	Assessment through, tutor / peer observation, one to one tutorial, discussion and self-assessment.	Evidence could be; tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio / video / photographic record or learner log.

### 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 One</b>	Subjects should be limited in range, be familiar and require a narrow range of knowledge. Written work should be structured and involve limited degree of judgement.	Assessment through tutor assessment and discussion.	Evidence could be; tutor record of observation, summary of discussion and feedback or completed work.

### 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 One</b>	Practical demonstrations should be limited in range, be familiar and require a narrow range of skills and knowledge.	Assessment through tutor / peer observation, one to one tutorial, discussion and self-assessment.	Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio / video / photographic record and learner log.

### 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.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level One</b>	Discussions should be limited in range, cover topics that are familiar to the learner. These should require a narrow range of skills. The discussion should be structured and involve a limited degree of learner choice.	Assessment through tutor, peer observation, one to one tutorial discussion and self-assessment.	Evidence could include; tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio / video record and learner log.

### 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.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level One</b>	The reflection process should be written and may be in the form of brief, structured notes. Learner should be asked to record what they have learned at regular intervals and advised on what information to include. Learners should make limited judgements on what has been learned in terms of, for example, usefulness or interest.	Assessment by learner supported by tutor through tutorials.	Evidence could include; log / diary, tutorial notes and tutor record.

## 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.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level One</b>	Practice evidence should demonstrate the application of a narrow range of skills and / or knowledge. Learners should be given detailed guidance on what documents would be appropriate, how the evidence should be presented, and on mapping to learning outcomes.	Assessment through discussion with the tutor.	Evidence could include; documents, learner notes and tutor comments.

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.

## 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, guided by the Assessment Information Grid which accompanies each unit and the NOCN Assessment Definitions Document. The activity or activities set must enable the learners to meet the standards detailed in the assessment criteria. Centre devised assessments should be scrutinised by the Internal Verifier before use to ensure that they are fit for purpose. Centre devised assessments will be scrutinised by the external verifier to ensure reliability and validity of assessment.

### 5.2 Marking Tasks

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

### 5.3 Recording Achievement

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

### 5.4 National Standardisation

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

## 6. Offering the qualifications

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

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

### New Centres

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

## 7. Quality Assurance and Standardisation

### 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 verification
- External verification
- Standardisation.

Details and guidance are provided by NOCN.

### 7.2 National 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 National Standardisation purposes. Assessment materials, learners' evidence and tutor feedback will be collected by External Verifiers on behalf of NOCN.

Outcomes from Standardisation will be available to Centres through NOCN.



## **NOCN**

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