QUALIFICATION SPECIFICATION

Level 1 Hospitality and Catering Qualifications

NOCN Level 1 Award in Introduction to the Hospitality Industry

Qualification No: 600/4475/5

NOCN Level 1 Certificate in Introduction to the Hospitality Industry

Qualification No: 600/4476/7

NOCN Level 1 Certificate in General Food and Beverage Service

Qualification No: 600/4362/3

NOCN Level 1 Certificate in General Cookery

Qualification No: 600/4364/7

Operational Start Date

1 February 2012

Version

4.1 – 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 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.

Contents

1. About the qualifications

The NOCN suite of hospitality and catering industry qualifications:

- encourage learners to learn, develop and practise basic catering and food safety skills required for employment and/or career progression in the hospitality and catering sectors
- allow learners to develop knowledge and skills towards independent living and learning
- provide valuable accreditation of skills and knowledge for learners, without requiring or proving occupational competence
- offer a flexible variety of suitable assessment methods
- form a basis for progression to Level 2 qualifications and skilled employment including apprenticeships
- form part of Foundation Learning.

The qualifications and units have been developed with and are supported by People1st (Sector Skills Council for the Hospitality and Catering Industries).

Guided Learning Hours

Guided Learning Hours (GLH) are a guide to the amount of teacher-supervised or directed study time a learner will need to complete the learning needed for a qualification. NOCN recognises that every learner is different and the actual time taken may vary beyond the maximum and minimum shown.

Training providers not reliant on public funding measured by GLH may find them a useful guide to the recommended length of a programme of study. The learning hours can be divided in any way, for example, a 20 GLH hour programme could be delivered in 2 hours a week for 10 weeks or 8 hours a day for 3 days, depending on the course and learners.

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 recommended guided learning hours are:

Title	GLH	TQT
Level 1 Award in Introduction to the Hospitality Industry	85	100
Level 1 Certificate in Introduction to the Hospitality Industry	125	140
Level 1 Certificate in General Cookery	124	140
Level 1 Certificate in General Food & Beverage Service	134	150

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

For more information on the Entitlement Framework, centres in Northern Ireland should contact OCN NI www.ocnni.org.uk.

2. Who the qualifications are for

The suite of hospitality and catering industry qualifications can be used to introduce learners to the initial skills and knowledge required to enter the hospitality sector. They support learners new to both the general requirement of the industry and the specific requirements for food and beverage or catering.

The minimum age for access to the qualifications is 14 years old because practical elements of the qualifications may pose health and safety challenges and issues of safeguarding of younger learners.

The suite of qualifications is particularly suitable for those who:

- have expressed an interest in working in the hospitality and catering industry and require underpinning knowledge and skills in preparation for entry to that industry
- are seeking to progress onto a Level 1 Diploma or apprenticeship.

In the delivery of NOCN units to learners where age restrictions have been removed, centres are required to exercise due diligence in respect of the following:

- the learner's needs and access to information and advice about the units offered and how the course of learning will meet their needs;

- the learner's present capacity to undertake the tasks set by tutors, and tutors understanding of how particular tasks accord with the assessment criteria for the unit;

- tutors should be fully conversant with the qualification specification for the unit offered to learners, and avail themselves of the NOCN External Verifier provision of further advice and guidance in the delivery of units, where clarification is required; centres should consult the NOCN document Access to Fair Assessment Policy and Procedure which is available on the NOCN website;

- centres will be required to have appropriate and up to date risk assessments and ensure that appropriate support and supervision is provided; appropriate specialist knowledge should be consulted where the possibility of any precipitate harm for learners or learners with particular characteristics is identified; NOCN may instigate consultation with the appropriate specialist where centres have not considered it necessary to do so or where it considers further specialist review is required;

- the centre contact for the unit/qualification being delivered must ensure that all procedures relating to the delivery of the unit/qualification operate effectively in the centre.

Restrictions on Learner Entry

There are no restrictions, other than age as detailed above, on this suite of qualifications.

Entry Requirements

There are no entry requirements for this suite of qualifications.

QCF Level Descriptors

Level	Summary	Knowledge and understanding	Application and action	Autonomy and accountability
Entry Level – Entry 3	Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance where needed.	Use knowledge or understanding to carry out structured tasks and activities in familiar contexts. Know and understand the steps needed to complete structured tasks and activities in familiar contexts.	Carry out structured tasks and activities in familiar contexts. Be aware of the consequences of actions for self and others.	With appropriate guidance take responsibility for the outcomes of structured activities. Actively participate in activities in familiar contexts.
Level 1	Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.	Use knowledge of facts, procedures and ideas to complete well-defined, routine tasks. Be aware of information relevant to the area of study or work.	Complete well-defined routine tasks. Use relevant skills and procedures. Select and use relevant information. Identify whether actions have been effective.	Take responsibility for completing tasks and procedures subject to direction or guidance as needed
Level 2	Achievement at Level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgment subject to overall direction or guidance.	Use understanding of facts, procedures and ideas to complete well-defined tasks and address straightforward problems. Interpret relevant information and ideas. Be aware of the types of information that are relevant to the area of study or work.	Complete well-defined, generally routine tasks and address straightforward problems. Select and use relevant skills and procedures. Identify, gather and use relevant information to inform actions. Identify how effective actions have been.	Take responsibility for completing tasks and procedures. Exercise autonomy and judgment subject to overall direction or guidance.

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

Recognition of Prior Learning

Recognition of prior learning is an assessment method leading to the award of credit. The process involves considering if a learner can meet the specified assessment requirements for a unit through knowledge, understanding or skills that they possess already as a consequence of which they do not need to undertake a course of learning.

Centres are encouraged to recognise the previous achievements and experiences, both formal, for example through accredited units or qualifications or informal, for example through continuous learning. This involves the recognition of achievement from a range of activities that will have been assessed through any valid method of assessment. When using the process of the recognition of prior learning, it is essential that the assessment requirements of a specific unit or, more exceptionally, a qualification have been met. The evidence of learning provided must be sufficient, reliable, authentic and valid. Evidence is not time-limited.

Progression Opportunities

The NOCN Suite of Level 1 Hospitality and Catering Qualifications enable progression to employment, further learning opportunities within employment, or further study.

They aim to prepare learners for progression to:
    a)   other NOCN qualification at the same level (Level 1 Certificate and Diploma)
    b)   Level 2 qualifications in the same sector offered by other awarding organisations
    c)   Level 2 apprenticeships in Hospitality and Catering including for
        •   School Cook, Cook, Team member or Chef
        •   Craft Chef, Kitchen assistant or Team member
    d)   employment in this field.

The rules of combination ensure that all learners who achieve the qualifications will have developed knowledge, understanding and skills in hospitality and catering including health and safety awareness specific to working in a kitchen environment, customer service and cooking skills.

There is an emphasis on practical assessment, including observation and demonstration; learners must be able to apply their learning in order to demonstrate practical skills acquired. In this way learners will well equipped to progress to further training and employment in the hospitality and catering industries.

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.

3. Achieving the qualifications

Rules of Combination

Level 1 Award in Introduction to the Hospitality Industry
The learner must achieve **10** credits. 5 credits must be achieved from Mandatory Group. The remaining 5 credits must come from the Optional Group. A maximum of 4 credits can be achieved at Entry 3.

Level 1 Certificate in Introduction to the Hospitality Industry
The learner must achieve **14** credits. 5 credits must be achieved from Mandatory Group. The remaining 9 credits must come from the Optional Group. A maximum of 6 credits can be achieved at Entry 3.

Level 1 Certificate in General Cookery
The learner must achieve **14** credits from seven mandatory units.

Level 1 Certificate in General Food and Beverage Service
The learner must achieve **15** credits from six mandatory units.

In order to achieve the qualifications, the learner must achieve the following units:

All mandatory units must be achieved for the award of a qualification.

(**M** = Mandatory unit)		Credit Value	Level 1 Award in Introduction to the Hospitality Industry	Level 1 Certificate in Introduction to the Hospitality Industry	Level 1 Certificate in General Cookery	Level 1 Certificate in General Food & Beverage Service
Introduction to the Hospitality Industry	L1	2	M	M	M	M
Customer Service in the Hospitality Industry	L1	3	M	M	M	M
Serving food and drink	E3	2	Optional units – 5 credits to be achieved (Maximum of 4 credits at Entry 3)	Optional units – 9 credits to be achieved (Maximum of 6 credits at Entry 3)		
Food service	L1	3				M
Preparing and serving drinks	L1	3				M
Basic food preparation	E3	2				
Basic cooking	E3	2				
Basic food preparation and cooking	L1	3			M	
Using kitchen equipment	L1	1			M	
Introduction to food commodities	L1	1			M	
Introduction to healthy eating	L1	3			M	M
Front office operations	L1	3				
Food safety in catering	L2	1			M	M

Achievement Methodology

The qualifications are awarded to learners who successfully achieve an approved combination of units as specified above. Assessment for each unit is designed by the Centre in accordance with the NOCN Assessment Definitions document, which is available on the NOCN website under Learning Providers, NOCN Centre Handbook.

The qualifications follow the following assessment methodology:
- Tasks set by Centre
- Tasks approved by Centre
- Tasks marked by Centre
- Internally verified
- Externally verified or quality reviewed

There is no further assessment to achieve the qualification.

4.   The qualification units

NOCN Level 1 Award in Introduction to the Hospitality Industry - 600/4475/5

Ofqual Unit Code	Unit Title	Mandatory or Optional	Credit Value	Level
J/502/4898	Customer Service in the Hospitality Industry	Mandatory	3	L1
M/502/4894	Introduction to the Hospitality Industry	Mandatory	2	L1
Y/502/4808	Basic Cooking	Optional	2	E3
J/600/0711	Basic Food Preparation	Optional	2	E3
K/502/5042	Basic Food Preparation and Cooking	Optional	3	L1
K/502/4957	Food Service	Optional	3	L1
K/502/5073	Front Office Operations	Optional	3	L1
A/502/5059	Introduction to Food Commodities	Optional	1	L1
K/502/5008	Introduction to Healthy Eating	Optional	3	L1
L/502/5051	Preparing and Serving Drinks	Optional	3	L1
F/502/4835	Serving Food and Drink	Optional	2	E3
T/502/5075	Using Kitchen Equipment	Optional	1	L1

NOCN Level 1 Certificate in Introduction to the Hospitality Industry - 600/4476/7

Ofqual Unit Code	Unit Title	Mandatory or Optional	Credit Value	Level
J/502/4898	Customer Service in the Hospitality Industry	Mandatory	3	L1
M/502/4894	Introduction to the Hospitality Industry	Mandatory	2	L1
Y/502/4808	Basic Cooking	Optional	2	E3
J/600/0711	Basic Food Preparation	Optional	2	E3
K/502/5042	Basic Food Preparation and Cooking	Optional	3	L1
K/502/4957	Food Service	Optional	3	L1
K/502/5073	Front Office Operations	Optional	3	L1
A/502/5059	Introduction to Food Commodities	Optional	1	L1
K/502/5008	Introduction to Healthy Eating	Optional	3	L1
L/502/5051	Preparing and Serving Drinks	Optional	3	L1
F/502/4835	Serving Food and Drink	Optional	2	E3
T/502/5075	Using Kitchen Equipment	Optional	1	L1

NOCN Level 1 Certificate in General Cookery - 600/4364/7

Ofqual Unit Code	Unit Title	Mandatory or Optional	Credit Value	Level
K/502/5042	Basic Food Preparation and Cooking	Mandatory	3	L1
J/502/4898	Customer Service in the Hospitality Industry	Mandatory	3	L1
H/502/0132	Food Safety in Catering	Mandatory	1	L2
A/502/5059	Introduction to Food Commodities	Mandatory	1	L1

K/502/5008	Introduction to Healthy Eating	Mandatory	3	L1
M/502/4894	Introduction to the Hospitality Industry	Mandatory	2	L1
T/502/5075	Using Kitchen Equipment	Mandatory	1	L1

NOCN Level 1 Certificate in General Food and Beverage Service - 600/4362/3

Ofqual Unit Code	Unit Title	Mandatory or Optional	Credit Value	Level
J/502/4898	Customer Service in the Hospitality Industry	Mandatory	3	L1
H/502/0132	Food Safety in Catering	Mandatory	1	L2
K/502/4957	Food Service	Mandatory	3	L1
K/502/5008	Introduction to Healthy Eating	Mandatory	3	L1
M/502/4894	Introduction to the Hospitality Industry	Mandatory	2	L1
L/502/5051	Preparing and Serving Drinks	Mandatory	3	L1

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

An explanation of the kind of activity, assessment and evidence expected at the appropriate level is given on the next pages.

Written question and answer/test /exam

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

The learning may be assessed through:
• Responses by individual learners.
• May make use of on-line assessment.

Evidence could include:
• Written questions
• Learner responses
• Tutor feedback

	Activity	Assessment	Evidence
Entry Level	Process should be informal and non-threatening and questions should cover a narrow range of areas. Possible use of multi-choice questions.	Assessment by tutor.	Evidence could be; written responses.
Level 1	Process should be informal and non-threatening. Questions should encourage learners to make use of knowledge rather than just testing recall.	Assessment by tutor or external marker (for exams / tests).	Evidence could be; written responses.
Level 2	Open and closed questions should be included, covering a number of areas. Learners should be encouraged to make use of / interpret knowledge rather than just testing recall. May be time limited.	Assessment by tutor or external marker (for exams / tests).	Evidence could be; written responses.

Essay

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

The learning may be assessed by:
- Tutor against clear criteria.

Evidence could include:
- Essay
- Detailed tutor feedback

	Activity	Assessment	Evidence
Level 1	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.

Oral question and answer

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

The learning may be assessed through:
• Responses by both tutor and individual learners.

Evidence could include:
• Tutor record/notes
• Learner notes or log
• Audio / video record

	Activity	Assessment	Evidence
Entry Level	Process should be informal and non-threatening and questions should cover a narrow range of areas. Learners should be supported in answering and given a number of opportunities to respond.	Assessment by tutor.	Evidence could be; tutor / record notes or audio / video record.
Level 1	Process should be informal and should include both open and closed questions covering a narrow range of knowledge. Learners should be encouraged by the use of supplementary questions.	Assessment by tutor.	Evidence could be; tutor record / notes or audio / video record.
Level 2	Open and closed questions should be included, covering a number of topics. Learners should be encouraged to expand on their answers.	Assessment by tutor, with a degree of self-assessment.	Evidence could be; tutor records, learner log or audio / video record.

Written description

Consideration of a particular subject, situation or example selected by the tutor or by learners, which enables learners to apply knowledge to specific situations and to present them in written format.

The learning may be assessed by:
- Tutor.
- One to one tutorial.
- Discussion.

Evidence could include:
- Tutor record of observation.
- Learner notes.
- Tutorial notes.
- Completed report.
- Charts.
- Plans.

	Activity	Assessment	Evidence
Entry Level	Subjects should be simple and familiar to learner. Written work should be short, structured and supervised.	Assessment through tutor assessment and discussion.	Evidence could be; tutor record of observation and feedback, summary of discussion or completed work.
Level 1	Subjects should be limited in range, be familiar and require a narrow range of knowledge. Written work should be structured and involve limited degree of judgement.	Assessment through tutor assessment and discussion.	Evidence could be; tutor record of observation, summary of discussion and feedback or completed work.
Level 2	Subjects should allow the application of knowledge in a number of areas and contexts. Written work should be directed but should allow for a degree of autonomy. GL = 500 words.	Assessment through self-assessment and tutor assessment.	Evidence could be; tutor record, learner record, summary of discussion and feedback or completed work.

Reflective log/diary

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

The learning may be assessed by:
- Learner, often supported through tutorial discussions with tutor.

Evidence could include:
- Log / diary (however this may be confidential and therefore not available for moderation).
- Tutorial notes.
- Tutor record.

	Activity	Assessment	Evidence
Level 2	The reflection process should be written in a structured format that allows some autonomy in recording. Learners should be asked to record regularly what they have learned and to make judgements on the learning in terms of, for example, usefulness, interest, how it has extended their knowledge / skills, what else they need to learn.	Assessment by learner supported by tutor through tutorials.	Evidence could include; log / diary, tutorial notes and tutor record.

Role play/simulation

Use of a situation selected by the tutor or by learners, to enable learners to practice and apply skills and to explore attitudes.

The learning may be assessed by:
- Tutor / peer observation.
- One to one tutorial.
- Discussion.
- Self-assessment.

Evidence could include:
- Tutor record of observation.
- Learner notes.
- Tutor lesson plan.
- Tutorial notes.
- Audio / video / photographic record.
- Learner log.

	Activity	Assessment	Evidence
Level 1	Role-plays should be limited in range, be familiar and require a narrow range of skills. Role-plays should be structured and involve limited degree of learner choice.	Assessment through, tutor / peer observation, one to one tutorial, discussion and self-assessment.	Evidence could be; tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio / video / photographic record or learner log.

Practical demonstration

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

The learning may be assessed by:
- Tutor.
- Peer observation.
- One to one tutorial.
- Discussion.
- Self-assessment.

Evidence could include:
- Tutor record of observation.
- Learner notes.
- Tutor lesson plan.
- Tutorial notes.
- Audio / video / photographic record.
- Learner log.

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

Group discussion

Discussion of a topic or situation selected by the tutor or by learners, to enable learners to share knowledge and thoughts and to assess their learning.

The learning may be assessed by:
- Tutor.
- Peer observation.
- One to one tutorial.
- Discussion.
- Self-assessment.

Evidence could include:
- Tutor record of observation.
- Learner notes.
- Tutor lesson plan.
- Tutorial notes.
- Audio/video/photographic record.
- Learner log.

	Activity	Assessment	Evidence
Entry Level	Discussions should be simple with subjects that are familiar to the learner. The discussion should be short, structured and supervised.	Assessment through tutor, peer observation, one to one tutorial discussion and self-assessment.	Evidence could include; tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio / video record and learner log.
Level 1	Discussions should be limited in range, cover topics that are familiar to the learner. These should require a narrow range of skills. The discussion should be structured and involve a limited degree of learner choice.	Assessment through tutor, peer observation, one to one tutorial discussion and self-assessment.	Evidence could include; tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio / video record and learner log.
Level 2	Discussions should allow for consideration of several topics covering a number of contexts. The discussion should be directed, but allow for a degree of learner autonomy.	Assessment through tutor, peer observation, one-to one tutorial discussion and self-assessment.	Evidence could include; tutor record observation, learner notes, tutor lesson plan, tutorial notes, audio / video record and learner log.

Production of artefact

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

The learning may be assessed by:
- Tutor / peer observation.
- One to one tutorial.
- Discussion.
- Self-assessment.

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

	Activity	Assessment	Evidence
Entry Level	Artefact should be simple, familiar and informal. Its production should be supervised and involve repetitive and predictable processes.	Assessment through tutor / peer observation, one to one tutorial, discussion, self-assessment and questioning during and at end of process.	Evidence could be; tutor record, learner notes, plans, reports, learner log, audio / video / photographic record and completed artefact.

Practice file

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

The learning may be assessed through:
• Discussion with the tutor.
Evidence could include:
• Form mapping to learning outcomes, plus explanation if necessary and the documents, for example, minutes, reports, brochures, plans, witness statements, letters or e-mails.

	Activity	Assessment	Evidence
Entry Level	Practice evidence should be simple and specific. Learners should be directed on what to include. The tutor should map the evidence to specific learning outcome/s.	Assessment through discussion with the tutor.	Evidence could include; document/s and tutor notes.
Level 1	Practice evidence should demonstrate the application of a narrow range of skills and / or knowledge. Learners should be given detailed guidance on what documents would be appropriate, how the evidence should be presented, and on mapping to learning outcomes.	Assessment through discussion with the tutor.	Evidence could include; documents, learner notes and tutor comments.
Level 2	Practice evidence should be chosen from a number of possible contexts to demonstrate application of a range of skills and / or knowledge. Learners should receive guidance on the type of document which could be appropriate, for example, a list, and advice on how to ensure the documents evidence specific learning outcomes, for example, highlighting sections, notes and on how the file should be presented.	Assessment through discussion with the tutor.	Evidence could include; structured file with tutor feedback.

5.   How the qualifications are assessed

The qualifications require achievement of the specified units with no further requirements for additional/summative assessment. Achievement is therefore determined by successful completion of unit assessment. The assessment process is as follows:

- Assessments are internally set at the Centre by assessors, against the requirements detailed in the assessment criteria of the unit
- The learners are assessed internally at the Centre, using the assessments set
- The resulting portfolios of assessed evidence are internally verified by an internal verifier at the Centre
- The portfolios of assessed evidence are externally verified by an external verifier appointed by NOCN if Approved Internal Verifier Status (AIVS) has been conferred.

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

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.

5.4 Standardisation

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

6. Offering the qualifications

Recognised Centres

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

Use Horizon to add this qualification to your centre.

New Centres

If you are interested in offering NOCN qualifications but not currently working with NOCN, you will need to be recognised as an NOCN approved centre. This process includes:

➢ Confirmation that your 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 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.

7. Quality Assurance and National Standardisation

7.1 General Information

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

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

The NOCN standard quality assurance arrangements and requirements include:

- Internal verification
- External verification
- Standardisation.

Details and guidance are provided by NOCN.

7.2 Standardisation

Standardisation is a process that promotes consistency in the understanding and application of standards, as it:

- establishes statements on the standard of evidence required to meet the assessment criteria for the units in NOCN qualifications
- makes recommendations on assessment practice
- produces advice and guidance for the assessment of units
- identifies good practice in assessment.

It is a requirement of the Centre Recognition Process that each Centre offering the units from the qualification must contribute assessment materials and learners' evidence for NOCN standardisation if requested.

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

Outcomes from standardisation will be available to Centres through NOCN.

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