



PART OF **nocn** GROUP

QUALIFICATION SPECIFICATION

NOCN Level 2 Skills for Employment Training and Personal Development

NOCN Level 2 Award in Skills for Employment, Training and Personal Development

Qualification No: 601/1392/3

NOCN Level 2 Certificate in Skills for Employment, Training and Personal Development

Qualification No: 601/1393/5

NOCN Level 2 Diploma in Skills for Employment, Training and Personal Development

Qualification No: 601/2288/2

Operational Start Date

1 January 2014

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**

www.nocn.org.uk

Introduction

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

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

This handbook is a resource for NOCN centres who wish to offer the NOCN Level 2 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, Catering, Construction, Creative Skills, Health and Social Care, Horticulture, ICT, Science, Sport and Leisure.

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

Contents

Introduction	2
1. NOCN Level 2 Award, Certificate and Diploma for Skills in Employment, Training and Personal Development	4
1.1 Entry Requirements	4
1.2 Qualification Structure	4
1.3 Total Qualification Time (TQT)	
2. Centre Information	13
2.1 Offering these qualifications	13
Recognised Centres, New Centres and External Verification	13
2.2 Required Resources for Delivering these Qualifications	14
Tutor/Assessor, Internal Verifier	14
Continuous Professional Development (CPD)	15
3. Unit Information	16
3.1 Accessing the unit content	16
4. Assessment and Evidence	17
4.1 Fair and Equitable Assessment	17
4.2 Learners with Particular Requirements	18
4.3 Recognised Prior Learning	18
4.4 Functional Skills	18
4.5 Assessment and Evidence for the Units	19
Appendix 1 – Resource suggestions	20
Appendix 2 – Assessment Documentation	22
Appendix 3 – Feedback Sheet	24

1. NOCN Level 2 Award, Certificate and Diploma in Skills for Employment, Training and Personal Development

The NOCN Level 2 Award, Certificate and Diploma in Skills for Employment, Training and Personal Development are designed to provide an introduction to working in the following sectors: Personal Development, Vocational Support, Literacy and Numeracy, Catering, Construction, Creative Skills, Health and Social Care, Horticulture, ICT, Science, 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 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.

1.1. Entry Requirements

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

1.2. Qualification Structures

The NOCN Level 2 **Award in Skills for Employment, Training and Personal Development** is a **6** credit qualification and has **44** 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-K. (See unit details below).

The NOCN Level 2 **Certificate in Skills for Employment, Training and Personal Development** is a **21** credit qualification and has **156** guided learning hours with a Total Qualification Time (TQT) of **210** hours. Learners must achieve a total of 21 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 15 credits can be taken from a combination of units from any of the groups with a maximum of 9 credits from Groups D-K. (See unit details below).

The NOCN Level 2 **Diploma in Skills for Employment, Training and Personal Development** is a **37** credit qualification and has **279** 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-K. (See unit details below).

Group A Personal Development

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Number
<u>Critical Thinking Skills</u>	L2	2	O	M/505/5062
<u>Decision Making Skills</u>	L2	1	O	K/505/5061
<u>Interpersonal Skills</u>	L2	3	O	H/505/5060
<u>Parenting Skills</u>	L2	3	O	M/505/5059
<u>Personal Confidence and Self Awareness</u>	L2	3	O	K/505/5058
<u>Personal Development Skills</u>	L2	3	O	H/505/5057
<u>Personal Learning Skills</u>	L2	6	O	D/505/5056
<u>Personal Study Skills</u>	L2	6	O	Y/505/5055
<u>Investigating a Career</u>	L2	3	O	L/505/5053
<u>Making Choices in Pursuit of Personal Goals</u>	L2	3	O	J/505/5052
<u>Personal Learning Goals</u>	L2	3	O	R/505/5054
<u>Family Learning</u>	L2	3	O	H/505/5107
<u>Active Citizenship in the Local Community</u>	L2	1	O	H/505/5091
<u>Changing Roles and Relationships in Adolescence</u>	L2	3	O	K/505/5092
<u>Understanding Conflict Resolution</u>	L2	3	O	L/505/5098
<u>Family Relationships</u>	L2	3	O	R/505/5099
<u>Personal Risk</u>	L2	1	O	Y/505/5119
<u>Rights and Responsibilities</u>	L2	3	O	L/505/5120
<u>Young People, Law and Order</u>	L2	3	O	R/505/5121
<u>Adapting to Change at Work</u>	L2	3	O	Y/505/5122
<u>Personal Career Preparation</u>	L2	1	O	D/505/5123

<u>Recognising Employment Opportunities</u>	L2	1	O	H/505/5124
<u>Undertaking an enterprise project</u>	L2	6	O	F/504/6463
<u>Business Organisation Structures</u>	L2	3	O	M/505/5093
<u>Business Communication</u>	L2	3	O	A/505/5095
<u>Understanding Business Organisations</u>	L2	3	O	T/505/5094
<u>The Business Environment</u>	L2	3	O	F/505/5096
<u>Building a Personal Career Portfolio</u>	L2	3	O	T/505/5063
<u>The Marketing Environment</u>	L2	3	O	J/505/5097
<u>Personal and Social Responsibility</u>	L2	3	O	M/505/5109
<u>Understanding Mediation</u>	L2	3	O	A/505/5100
<u>Supporting your Child's Literacy and</u>	L2	1	O	K/505/5187

Group B Vocational Support

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Number
<u>Assertiveness and Decision Making Skills</u>	L2	2	O	K/505/4623
<u>Customer Service Skills</u>	L2	2	O	J/505/4628
<u>Group and Teamwork Communication Skills</u>	L2	2	O	J/505/4631
<u>Improving Own Learning and Performance</u>	L2	2	O	T/505/4639
<u>Negotiation Skills</u>	L2	2	O	A/505/4643
<u>Presentation Skills</u>	L2	2	O	H/505/4667
<u>Team Leading Skills</u>	L2	2	O	K/505/4668
<u>Teamwork</u>	L2	2	O	M/505/4669
<u>Time Management Skills</u>	L2	2	O	H/505/4670
<u>Employment Rights and Responsibilities</u>	L2	2	O	K/505/4671
<u>Health and Safety Procedures in the Workplace</u>	L2	2	O	T/505/4673
<u>Problem Solving in the Workplace</u>	L2	2	O	F/505/4675
<u>Understanding IT in the Workplace</u>	L2	2	O	L/505/4677
<u>Valuing Equality and Diversity</u>	L2	2	O	L/503/1013
<u>Work Experience</u>	L2	2	O	Y/505/4679
<u>Communicating Information</u>	L2	1	O	D/505/5087

<u>Recruitment and Selection of Volunteers</u>	L2	3	O	K/505/5089
<u>Supporting and Developing Volunteers</u>	L2	3	O	D/505/5090
<u>Research Skills</u>	L2	3	O	H/505/5088
<u>Mentoring Skills</u>	L2	3	O	J/505/1289

Group C Literacy and Numeracy

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Number
<u>Common Measures: Length, Distance, Weight and Capacity</u>	L2	2	O	L/505/4033
<u>Common Measures: Scale and Formulae</u>	L2	2	O	F/505/4031
<u>Common Measures: Shape</u>	L2	2	O	R/505/4034
<u>Common Measures: Temperature and Time</u>	L2	1	O	J/505/4032
<u>Data Handling and Probability</u>	L2	3	O	Y/505/4035
<u>Fractions, Decimals and Percentages</u>	L2	3	O	M/505/4025
<u>Numeracy in Context – Planning a Mathematical Project</u>	L2	3	O	A/505/4030
<u>Punctuation and Grammar Skills</u>	L2	3	O	F/505/4028
<u>Reading Strategies</u>	L2	3	O	A/505/4027
<u>Speaking and Listening Skills</u>	L2	3	O	Y/503/3377
<u>Spelling Skills</u>	L2	3	O	J/505/4029
<u>Using Algebra and Graphs</u>	L2	3	O	D/505/4036
<u>Using Calculations</u>	L2	2	O	T/505/4026
<u>Using Spelling Rules and Strategies</u>	L2	3	O	K/505/4024
<u>Writing for Meaning Skills</u>	L2	3	O	J/503/3391

Group D Catering

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Number
<u>Making and Storing Baked Products</u>	L2	3	O	F/505/4787
<u>Cooking with Meat, Fish and Vegetables</u>	L2	3	O	D/505/4795
<u>Cooking Skills</u>	L2	3	O	T/505/4799
<u>Kitchen Skills</u>	L2	3	O	K/505/4802

<u>Cooking with Dairy Produce</u>	L2	3	O	A/505/4805
<u>Cooking with Grains and Pulses</u>	L2	3	O	T/505/4804
<u>Reception, Billing and Cashier Procedures for Front Office Staff</u>	L2	3	O	F/505/4806

Group E Construction

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Number
<u>Woodwork Jointing Skills</u>	L2	3	O	Y/505/4696
<u>Timber for Construction</u>	L2	3	O	D/505/4697

Group F Creative Skills

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Number
<u>Music Skills for Solo Performance</u>	L2	6	O	R/505/4972
<u>Musical Ensemble Skills</u>	L2	6	O	Y/505/4973
<u>Sound and Audio Production Skills</u>	L2	3	O	D/505/4974
<u>Introduction to Composing Music</u>	L2	9	O	Y/505/5024
<u>The Theory of Music</u>	L2	6	O	K/505/5027
<u>Using Sequencing Technology in Composition</u>	L2	3	O	T/505/5029
<u>Using the Internet for Music Promotion</u>	L2	3	O	K/505/5030
<u>Using Acoustic Recording Techniques</u>	L2	6	O	A/505/5033
<u>Using Digital Sampling Techniques for Composing</u>	L2	6	O	T/505/5032
<u>Oral Storytelling Skills for Performance</u>	L2	3	O	F/505/5034
<u>Improvisation and Performance Skills</u>	L2	3	O	D/505/5042
<u>Performance Realisation Skills</u>	L2	9	O	K/505/5044
<u>Rehearsal Skills</u>	L2	3	O	M/505/5045
<u>Technical Skills for Performance</u>	L2	2	O	T/505/5046
<u>Performing Physical Theatre</u>	L2	3	O	A/505/5047
<u>Creative Writing Skills</u>	L2	3	O	F/505/5048
<u>Practical Floristry Skills</u>	L2	3	O	A/505/5050
<u>Understanding Techniques used in Floristry</u>	L2	3	O	F/505/5051

<u>Imaging Software</u>	L2	4	O	L/502/4613
<u>Design Software</u>	L2	4	O	T/502/4573
<u>Desktop Publishing Software</u>	L2	4	O	D/502/4566
<u>Multimedia Software</u>	L2	4	O	D/502/4616
<u>Website Software</u>	L2	4	O	R/502/4631
<u>Face Painting</u>	L2	1	O	T/505/5077
<u>Making a Garment</u>	L2	3	O	A/505/5078
<u>Preparation for Employment in the Fashion Industry</u>	L2	3	O	J/505/5049
<u>Preparation for Employment in the Performing Arts Industry</u>	L2	3	O	M/505/5076

Group G Health and Social Care

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Number
<u>Care Planning Skills for the Care Worker</u>	L2	3	O	M/505/4672
<u>Providing Personal Care in Care Settings</u>	L2	3	O	M/505/4686
<u>Understanding Ageing and the Older Person</u>	L2	3	O	A/505/4674
<u>Understanding Disability, Society and the Law</u>	L2	3	O	J/505/4676
<u>Understanding Health Promotion in Care Settings</u>	L2	3	O	R/505/4678
<u>Understanding Mental Health</u>	L2	3	O	L/505/4680
<u>Understanding Record Keeping for the Care Worker</u>	L2	3	O	D/505/4683
<u>Understanding Visual Impairment</u>	L2	3	O	K/505/4685
<u>Support Individuals to Meet Personal Care Needs</u>	L2	2	O	F/601/8060
<u>Child Protection</u>	L2	3	O	L/505/5005
<u>Social and Emotional Development of Children</u>	L2	3	O	Y/505/5007
<u>Understanding How Children Learn</u>	L2	3	O	H/505/5009
<u>Caring for Babies up to One Year Old</u>	L2	3	O	Y/505/5010
<u>Cognitive Development of Children</u>	L2	3	O	Y/505/5072

<u>The Importance of Play</u>	L2	3	O	D/505/5073
<u>Physical Development of Children</u>	L2	3	O	H/505/5074
<u>Food and Nutrition for Children and Young People</u>	L2	3	O	K/505/5075

Group H Horticulture

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Number
<u>Garden Horticulture Skills</u>	L2	3	O	T/505/4690
<u>Growing Fruit and Vegetables</u>	L2	3	O	J/505/4693
<u>Understanding Ecology and Conservation</u>	L2	6	O	L/505/4694

Group I ICT

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Number
<u>Audio Software</u>	L2	3	O	D/502/4390
<u>Data Management Software</u>	L2	3	O	J/502/4559
<u>Database Software</u>	L2	4	O	M/502/4555
<u>IT Communication Fundamentals</u>	L2	2	O	D/502/4292
<u>Personal Information Management Software</u>	L2	2	O	L/502/4370
<u>Presentation Software</u>	L2	4	O	M/502/4622
<u>Spreadsheet Software</u>	L2	4	O	F/502/4625
<u>Using Email</u>	L2	3	O	M/502/4300
<u>Using the Internet</u>	L2	4	O	A/502/4297
<u>Video Software</u>	L2	3	O	M/502/4393
<u>Word Processing Software</u>	L2	4	O	R/502/4628

Group J Science

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Number
<u>Life Processes and Living Things</u>	L2	3	O	Y/505/4682
<u>Materials and their Properties</u>	L2	3	O	H/505/4684
<u>Physical Processes</u>	L2	3	O	T/505/4687

<u>The Investigative Process, Principles and Practical Skills</u>	L2	3	O	A/505/4688
---	----	---	---	------------

Group K Sport and Leisure

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Number
<u>Airline and Airport Operations</u>	L2	3	O	R/505/4812
<u>Careers in Leisure and Tourism</u>	L2	3	O	J/505/4810
<u>Taking Part in a Sport</u>	L2	3	O	L/505/4808
<u>The Tourism Industry</u>	L2	3	O	D/505/4814

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

1.3. 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.

2. Centre Information

2.1. Offering these qualifications

Recognised Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering the NOCN 2 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 this qualification, but are not yet a NOCN Approved Centre and would like more information about becoming a NOCN centre and offering this qualification please see **Become a Registered Centre** on our website <https://www.nocn.org.uk/customers/nocn-centres/> and click Become a Centre.

External Verification

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

External Verifiers will make regular visits to all Centres. During these visits he/she will:

- Monitor the Centre's compliance with the Centre Recognition agreement by reviewing course documentation, meeting managers, tutors, internal moderators, learners and administrative staff.

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

2.2. Required Resources for Delivering these Qualifications

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

Tutor/Assessor

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

- Be **technically competent** in Personal Development, Vocational Support, Employability, Literacy and Numeracy, Catering, Construction, Creative Skills, Health and Social Care, Horticulture, ICT, Science, 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, Catering, Construction, Creative Skills, Health and Social Care, Horticulture, ICT, Science, 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, Catering, Construction, Creative Skills, Health and Social Care, Horticulture, ICT, Science, 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, Catering, Construction, Creative Skills, Health and Social Care, Horticulture, ICT, Science, Sport and Leisure as dictated by the units they are verifying. The minimum expectation is that the level of knowledge should be at the same level as the training that is to be delivered.

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

Continuing Professional Development (CPD)

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

3. Unit Information

The NOCN Level 2 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/>

4. Assessment and Evidence

The **NOCN Level 2 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 2 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.

4.1. Fair and Equitable Assessment

Assessment within the **NOCN Level 2 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.

4.2. Learners with Particular Requirements

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

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.

4.3. Recognised Prior Learning

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

Centres are encouraged to recognise previous achievements and experience, both formal, for example through accredited units or qualifications and informal, for example through continuous learning. This involves the recognition of achievement from a range of activities that will have been assessed through any valid method of assessment.

When using the process of the recognition of prior learning, it is essential that the assessment requirements of a specific unit or, more exceptionally, a qualification have been met. The evidence of learning provided must be sufficient, reliable, authentic and valid.

4.4. Functional Skills

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

English

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

ICT

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

Mathematics

- 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

4.5. Assessment and Evidence for the units

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

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

Forms and guidance for gathering learner evidence against the individual assessment criteria are available for download in Word format on the NOCN website:

http://www.nocn.org.uk/qualifications_and_units/additional_qualification_documents.

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>

Catering

Level 2 First Hospitality Student Book BTEC, Mead et al.

Professional Chef Level 2, Gary Hunter

Expert speakers - for example chefs, restaurant owners, hoteliers

Construction

CITB Construction Skills <http://qa.cskills.org/>

Level 2 Construction Student Book BTEC First, Topliss, Doyle, Stokes

Expert speakers – for example construction workers, Civil Engineers.

Creative Skills

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

Hair and Beauty

Information and downloadable resources can be found at -

www.habia.org.uk

Expert speakers - for example hair/beauty salon owners

Health and Social Care

Level 2 Health and Social Care Student Book, BTEC First, Walsh

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

ICT

<http://www.bbc.co.uk/keyskills/toolkit>

Science

Level 2 Applied Science Student Book, BTEC First, Rhodes, Brain et al.

<http://www.bbc.co.uk/schools/gcsebitesize/science>

Sport and Leisure

Sport and Active Leisure Student Book, Level 2 Higher Diploma, Jennifer Stafford Brown

Expert speakers - for example sports coaches, personal trainers

This list is indicative, not exhaustive.

Appendix 2 - Assessment Documentation

1. Learner Evidence Record Unit 1

NOCN Level 2 Award in Skills for Employment, Training and Personal Development

Unit Title: Critical Thinking Skills

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 2 Award in Skills for Employment, Training and Personal Development

Unit Title: Critical Thinking Skills

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

Tutor/Assessor Comments:

Learner comments:

Tutor/assessor sign:

Date:

Learner sign:

Date:



NOCN

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

Tel: 0300 999 1177

Email: nocn@nocn.org.uk

www.nocn.org.uk