

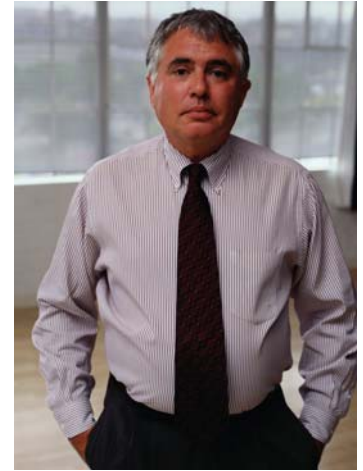
# Qualification Guide



## NOCN Level 3 Certificate in Information, Advice or Guidance

National Accreditation No. 500/5162/3

Version 1 October 2008



The **Diversity** of Learning

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## **National Open College Network**

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The National Open College Network (NOCN) is the leading credit and unit-based Awarding Body in the UK. NOCN provides a national framework of credit-based units and qualifications which are underpinned by a range of national and local services, including curriculum support and staff development.

NOCN, through its Open College Networks (OCNs), works with over 3,000 Centres across the UK to develop flexible and responsive credit-based awards and qualifications that widen access to lifelong learning and address exclusion, participation and achievement. The structure of our qualifications provides opportunities for learners to achieve unit credits and use these to gain access to full qualifications and further learning.

Quality assurance, supported at the point of delivery, underpins all NOCN credit achievement and qualifications. OCNs approve Centres that can demonstrate the ability to meet national requirements for course delivery and quality assurance to support credit awards and qualifications. OCNs have wide-ranging experience in centre and programme approval and support Centres to ensure all awards are valid and valued.

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## **1. About the qualification**

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The NOCN Level 3 Certificate in Information, Advice or Guidance aims to provide learners with the skills and underpinning knowledge required by employers in a broad range of contexts where information, advice or guidance is provided.

- It is appropriate for learners who have responsibility for information, advice or guidance as part of their core work and for those who may be involved in general signposting within the sector. The qualification also supports work-based learning within the sector.
- Within Further Education, the qualification may be offered to staff who are involved in supporting young people with careers and personal choices such as teachers, lecturers, classroom/teaching support staff and learning mentors.
- It is also an appropriate qualification for those who may be giving advice in the Voluntary Sector, health workers and anyone in the advice giving sector who would benefit from a programme of study which reinforces good practice, provides underpinning knowledge and give formal recognition for learning and skills developed through experience.
- The qualification aims to fill the acknowledged gap in provision and recognise formally the work of those who may have been giving information, advice or guidance in an informal role.

Information, advice or guidance is a key part of the Government agenda in widening participation and reducing social exclusion. This places an emphasis on the delivery of a good quality information, advice or guidance service as a means of identifying progression routes to educational, training and work opportunities for adults who live in a wide range of environments. Accredited learning and skill acquisition is integral to the Department for Innovation, Universities and Skills' National Policy Framework for information, advice and guidance services in the new Adult Advancement and Careers Service.

The Leitch Review of Skills (December 2006) highlights the need for up-skilling the workforce from Level 2 with an increase in the number of adults with a Level 3 qualification. This is a flexible credit-based qualification that is responsive to both the needs of the learner (the employee) and the employer that shows incrementally what a learner has achieved.

The qualification was developed with and is supported by:

- ENTO
- Voluntary Sector Organisations including National Citizens Advice Bureau
- Museums, Libraries and Archive Council and the local Library Service
- Private Training Providers, for example A4E
- FE Colleges
- General Advice Sector, for example Advice UK
- Careers Education Sector

### **Guided Learning Hours**

The recommended guided learning hours for one unit credit is 10. The total recommended guided learning hours is 240. This is notional learning time based on the credit values assigned to the units, and the number of unit credits required to achieve the qualification. Some learners will be able to achieve these units in a shorter time, whereas other learners, particularly those with literacy requirements, will take much longer.

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## **Adult Literacy and Adult Numeracy**

Each unit within the qualification has been mapped to identify where opportunities exist for learners to achieve Skills for Life/Key Skills. In designing activities for unit assessment you will be able to use the mapping to identify which skills could be addressed through evidence generated by learners. The degree of opportunity in any one unit will depend on centre-specific factors including learning context, teaching and learning strategies and resources.

**How the Qualification Relates to Wider Education and Training Issues**

<b>Unit Title</b>	<b>Social, Cultural &amp; Ethical issues</b>	<b>Health &amp; Safety</b>	<b>Equal Opportunities</b>	<b>Environmental Issues</b>	<b>European Awareness/Legislation</b>
Providing Information to Clients	✓		✓		
Information, Advice or Guidance Principles and Practice	✓		✓		✓
Developing Interaction Skills for Information, Advice or Guidance	✓		✓		✓
Reflecting on own Practice in Information, Advice or Guidance	✓		✓		
Referral in Practice	✓		✓		
Managing, Accessing and Creating Information Resources in Information, Advice or Guidance	✓		✓		✓
Working within Information, Advice or Guidance Operational Standards and Frameworks	✓	✓	✓		✓
Information, Advice or Guidance Work with Groups	✓		✓		

Operating within Networks to Support Information, Advice or Guidance	✓		✓		
Developing the Advice Work Role	✓		✓		
Managing Statistical Information to Support Information, Advice or Guidance Practice	✓		✓		
Working with Job Seekers in Job Brokerage	✓		✓		✓
Working with Employers in Job Brokerage	✓		✓		✓
Organising and Administering Job Brokerage	✓		✓		✓

**Relationship with National Occupational Standards**

The NOCN Level 3 Certificate in Developing Information, Advice or Guidance is related to the National Occupational Standards (NOS) developed by ENTO for Advice and Guidance. It provides a significant amount of knowledge, understanding and skills development that underpins occupational competence in information, advice or guidance as identified in the Matrix Standards.

<b>Unit Title</b>	<b>ENTO National Occupational Standards for Advice and Guidance</b>	<b>Matrix Standards</b>	<b>Basic Skills</b>
Information, Advice or Guidance Principles and Practice	AG1, AG2, AG3, AG4, AG5, AG6, AG12, AAG14, AG15, AG16	Element 1 Element 2 Element 3 Element 4 Element 5	
Developing Interaction Skills for Information, Advice or Guidance	AG1,AG2, AG3, AG4, AG5, AG6, AG13, AG14, AG15	Element 1 Element 2 Element 3 Element 4 Element 5e,f, g	
Reflecting on Own Practice in Information, Advice or Guidance	AG15	Element 5b,c Element 6	
Referral in Practice	AG2, AG12, AG13	Element 2e Element 7 Element 5e ,f, g	
Providing Information to Clients	AG2, AG4, AG5	Element 1 Element 2 Element 3 Element 4 Element 8	
Managing, Accessing and Creating Information Resources in Information, Advice or Guidance	AG2, AG4, AG20, AG21	Element 1 Element 3a Element 5e	
Information, Advice or Guidance Work with Groups	AG15, AG27	Element 8	
Operating within Networks to support Information, Advice or Guidance	AG12, AG13, AG18	Element 2 Element 8a, d	

Managing Statistical Information to support Information, Advice or Guidance	AG21	Element 6	
Working within Information, Advice or Guidance Operational Standards and Frameworks	AG15	Element 6b,f Element 7 Element 8	
Developing the Advice Work Role	AG1, AG2, AG3, AG4, AG5, AG6	Element 2 Element 3 Element 4 Element 6a,c,d,e	
Working with Job Seekers in Job Brokerage	AG1,AG2,AG3,AG4,AG5,AG6,AG7,AG13	Element 2 Element 7	
Working with Employers in Job Brokerage	AG6,AG7,AG11,AG12,AG19	Element 2 Element 3 Element 4 Element 5g	
Organising and Administering Job Brokerage	AG3,AG14,AG18,AG21,AG25	Element 1 Element 2	

### Language Requirements

If you have a requirement for this qualification in Welsh, please contact NOCN who will review demand and provide as appropriate. At present this qualification is not offered through the medium of Irish. This will be reviewed if there is evidence of demand.

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## **2. Who the qualification is for**

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The NOCN Level 3 Certificate in Developing Information, Advice or Guidance is for learners working in this field to share good practice and build confidence in their ability to fulfil their role as providers of advice at this level in a range of contexts. It gives support to those working as advice or guidance providers to be able to guide those they are supporting to make informed choices.

The advised minimum age for access to the qualification is 18 years because the complex nature of advice giving within the range of sectors where it is offered demands that learners have a minimum level of experience, self awareness and self confidence.

The qualification is particularly suitable for those who:

- Have already completed the NOCN Level 2 Certificate in Information, Advice or Guidance.
- Have completed another qualification at Level 2 in a relevant occupational sector.
- Deliver information, advice or guidance and who want recognition for the work that they do.

### **Restrictions on Learner Entry**

Learner will also need to be able to demonstrate a minimum level of experience in the delivery of information, advice or guidance at Level 2 and be working in a relevant occupational sector. There is no requirement for learners to take up or maintain membership of a specified organisation on completion of the qualification.

### **Recommended Prior Learning**

No specific prior learning and/or qualification is required for learners undertaking the NOCN Level 3 Certificate in Information, Advice or Guidance. However, the demands and nature of the qualification and the assessment requirements are such that learners will need to have literacy skills which are at least at Level 1 of the National Standards in Adult Literacy. This level is required in all three skill areas of Literacy. The learner will need to be able to:

- Read and interpret given tasks
- Provide answers that are clear, logical and understandable
- Organise relevant information clearly and coherently.

Learners will also need to have a minimum level of experience in the delivery of information, advice or guidance.

Learners will need to be able to:

Level	Intellectual Skills and Attributes	Processes	Accountability
3	<ul style="list-style-type: none"> <li>• Apply knowledge and skills in a range of complex activities, demonstrating comprehension of relevant theories</li> <li>• Access and evaluate information independently</li> <li>• Analyse information and make reasoned judgements</li> <li>• Employ a range of responses to well defined but often unfamiliar or unpredictable problems</li> </ul>	<ul style="list-style-type: none"> <li>• Operate in a variety of familiar and unfamiliar contexts using a range of technical or learning skills</li> <li>• Select from a considerable choice of procedures</li> <li>• Give presentations to an audience</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in self directed activity with guidance /evaluation</li> <li>• Accept responsibility for quality and quantity of output</li> <li>• Accept limited responsibility for the quantity and quality of output from others</li> </ul>

### Progression Opportunities

The NOCN Level 3 Certificate in Information, Advice or Guidance enables progression to employment, further learning opportunities within employment, or further study.

The NOCN Level 3 Certificate in Information, Advice or Guidance relates academically to A-level subjects in, for example, Sociology, Psychology. Learners completing the NOCN Level 3 Certificate in Information, Advice and Guidance will be able to progress to:

- Level 4 NVQ Qualification in IAG, which is the minimum standard of competency required in the careers and education sector.
- Learners will also gain the appropriate skills and knowledge to progress to course such as Counselling Skills, Community Development and Working within Voluntary Organisations.

### Learners with Particular Requirements

Assessment within the NOCN Level 3 Certificate in Information, Advice or Guidance is designed to be accessible and inclusive. The unit-based approach allows flexibility through enabling learners to achieve the qualification in stages. The assessment methodology is appropriate and rigorous for individuals or groups of learners.

If you have learners with particular requirements you should refer to the NOCN website within the Learning Providers section under Recognised Centre Area.

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

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### **3. Achieving the qualification**

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To achieve the qualification the learner must successfully complete:

**15** Mandatory unit credits

**9** Optional unit credits

#### **Achievement Methodology**

The qualification is awarded to learners who successfully achieve an approved combination of units. Assessment for each unit is designed by the Centre in accordance with the NOCN Assessment Definitions Document. There is no further assessment to achieve the qualification.

In summary:

- Tasks set by Centre
- Tasks approved by Centre
- Tasks marked by Centre
- Internally verified
- Externally verified

For example: the Qualifications for Progression use this achievement methodology

## 4. The qualification units

Please click on the hyperlinks below to access the units from the NOCN website.

NOCN Unit Code	QCA Accredited Number	Unit Title	Mandatory or Optional	NOCN 10 Hour Credit Value	Level	OPUS ID
PS3/3/QQ/024	A/501/8094	<a href="#">Providing Information to Clients</a>	Mandatory	3	3	CAB516
PS3/3/QQ/025	H/501/8090	<a href="#">Information, Advice or Guidance Principles and Practice</a>	Mandatory	3	3	CAB520
PS3/3/QQ/026	K/501/8091	<a href="#">Developing Interaction Skills for Information, Advice or Guidance</a>	Mandatory	3	3	CAB521
PS3/3/QQ/027	R/501/8103	<a href="#">Reflecting on Own Practice in Information, Advice or Guidance</a>	Mandatory	3	3	CAB522
PS3/3/QQ/028	T/501/8093	<a href="#">Referral in Information, Advice or Guidance Practice</a>	Mandatory	3	3	CAB523
HC6/3/QQ/004	D/501/8105	<a href="#">Working with Employers in Job Brokerage</a>	Optional	3	3	CAB524
HC6/3/QQ/005	H/501/8106	<a href="#">Organising and Administering Job Brokerage</a>	Optional	3	3	CAB529
HC6/3/QQ/006	Y/501/8104	<a href="#">Working with Job Seekers in Job Brokerage</a>	Optional	3	3	CAB536
PS3/3/QQ/029	F/501/8095	<a href="#">Managing, Accessing and Creating Information Resources in Information, Advice or Guidance</a>	Optional	3	3	CAB527
PS3/3/QQ/030	F/501/8100	<a href="#">Working within Information, Advice or Guidance Operational Standards and Frameworks</a>	Optional	3	3	CAB528
PS3/3/QQ/031	J/501/8096	<a href="#">Information, Advice or Guidance Work with Groups</a>	Optional	3	3	CAB530
PS3/3/QQ/032	L/501/8097	<a href="#">Operating within Networks to Support Information, Advice or Guidance</a>	Optional	3	3	CAB533
PS3/3/QQ/033	L/501/8102	<a href="#">Developing the Advice Work Role</a>	Optional	6	3	CAB534
PS3/3/QQ/034	R/501/8098	<a href="#">Managing Statistical Information to Support Information, Advice or Guidance Practice</a>	Optional	3	3	CAB535

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

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

## Assessment Definitions

### 1. 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 3</b>	Case studies should allow the application of knowledge in a range of complex areas, in a variety of familiar and unfamiliar contexts. Discussion should be guided but self-directed (group). Written work should allow for autonomy, evaluation and reasoned judgements to be made (GL <sup>1</sup> = 1000 words).	Assessment through peer assessment, self-assessment, tutor observation or assessment or written work.	Evidence could be; tutor record, learner record, peer checklist, summary of discussion, audio / video / photographic record or written work.

<sup>1</sup> GL=Guidance on length of activity.

## 2. 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 3</b>	Questions should cover a wide range of knowledge and contexts. They should allow responses to unfamiliar and unpredictable problems. The process may be time limited and formal, or may be a structured two-way discussion.	Assessment by tutor, with a degree of self-assessment and evaluation of own learning.	Evidence could be; tutor record, learner log or audio / video record.

### 3. 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 3</b>	Report could be presented orally or in written format. Oral presentation should be formal and could include a range of methods. Information should be from a wide range of sources and should be evaluated. Activities should be well defined but could be unfamiliar or unpredictable. Learners should be clear on the criteria for achievement but would be expected to decide on the format and structure of the report. GL = 8 minutes for oral / 1000 words for written	Assessment by tutor and or peers for an oral presentation.	Evidence could be; written report with tutor feedback or plan for oral presentation with peer and / or tutor feedback.

#### 4. Role Play / Simulation

Use of a situation selected by the tutor or by learners, to enable learners to practise 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 3</b>	Role-plays should allow the application of skills in a range of complex areas and in a variety of familiar and unfamiliar contexts.	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.

**5. 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 3</b>	Subjects should allow the application of knowledge in a range of complex areas, in a variety of familiar and unfamiliar context. GL = 1000 words.	Assessment through self-assessment and tutor assessment.	Evidence could be; tutor record, learner record, summary of feedback or completed work.

## 6. 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 3</b>	Practical demonstrations should allow for the application of skills and knowledge in a range of complex areas and in a variety of familiar and unfamiliar contexts.	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.

## 7. 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 verification).
- Tutorial notes.
- Tutor record.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level 3</b>	The reflection process should be written and learners given guidance on appropriate methods. Learners should be asked to record regularly what they have learned and to make judgements on how effective the learning process has been in terms of, for example, usefulness, interest, extension of knowledge / skills, their own learning style and what else they need to learn.	Assessment by learner, discussed with the tutor.	Evidence could include; log / diary and tutor notes.

## 8. 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 3</b>	Practice evidence should be chosen to demonstrate the application of knowledge and skills in a range of complex activities. Learners should be expected to select appropriate and relevant evidence with minimal guidance, and to present the evidence in a structured format with sufficient information to demonstrate achievement.	Assessment through discussion with the tutor.	Evidence could include; structured file with tutor feedback.

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## **5. How the qualification is assessed**

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The qualification requires achievement of the specified units with no further requirement 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 regional OCN.

### **5.1 Unit Assessment**

Achievement of units is through internally set, internally assessed, internally verified and externally verified assessment activity, 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 grid.

The activity or activities set must be able to enable the learners to meet the standards detailed in the assessment criteria. Centre devised assessments will be scrutinised by the external verifier to ensure reliability and validity of assessment.

### **5.2 Assessment Information Grid**

Each unit has a supplementary page with an Assessment Information Grid. The Assessment Information Grid gives recognised methods of assessment for NOCN units. If a method is marked 'P' (Prescribed), that method **must** be used in the assessment of the unit. Methods marked 'O' (Optional) are recommended methods and you will select the activity or activities most appropriate for your learners and context. Some units will have a combination of Prescribed and Optional methods. Assessors must always refer to this Grid before devising assessment tasks. NOCN also provides Assessment Definitions for a wide range of assessment activities. This Grid includes a general description of the activity and, for each level (Entry to Level 3), details on how that method can be applied and what evidence is appropriate.

### **5.3 Marking Tasks**

Each task must be assessed 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.

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## **5.4 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.

## **5.5 Standardisation**

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

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## **6. Offering the qualification**

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Centres wishing to offer the qualification or units of the qualification should in the first instance contact their OCN for information and support. A list of all OCN offices and contacts can be found on the NOCN website at [www.nocn.org.uk](http://www.nocn.org.uk).

Your OCN will advise you on the best and most efficient methods for offering this qualification to learners. All procedures for the use of this qualification or units of this qualification, including approval, registration of learners, verification, externally set assessment and certification will be completed through your OCN who will have an identified officer to support your Centre. If you have any queries or difficulties at any time you should contact your OCN office.

### **Approval to Offer NOCN Qualifications or Units of NOCN Qualifications**

If you are a new Centre then please contact your nearest OCN office for details of the Centre Recognition Application process and the process for delivering qualifications.

### **Support for Centres**

1. Your OCN will provide ongoing support and advice on the use of NOCN credit and qualifications including the requirements for assessment.
2. Approval should always take place through the normal OCN processes and will be explicitly recorded.
3. All Centres approved to offer NOCN credit and qualifications will be allocated a unique NOCN Centre Number.
4. Each Centre should identify a Centre Contact who will be responsible for NOCN credit and qualifications within the Centre.
5. The Centre Contact must ensure all procedures relating to the delivery of the qualification operate effectively in the Centre.
6. The Centre Contact is the person responsible for confirming and ensuring that the Centre meets all the NOCN requirements for Centre Recognition.
7. The Centre Contact is responsible for ensuring all relevant NOCN documentation is distributed as required within the Centre and that the security requirements for External Assessment are adhered to, where applicable.

Full details of all NOCN requirements are provided on the NOCN website at [www.nocn.org.uk](http://www.nocn.org.uk).

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## **7. How the qualification is quality assured**

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### **7.1 General Information**

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

Your OCN will provide guidance and give support in enabling you to use the qualification.

The NOCN standard quality assurance arrangements and requirements include:

- Internal assessment of all assessment tasks and activities.
- Internal verification.
- External verification.
- Standardisation.

Details and guidance are provided on the NOCN website.

### **7.2 Standardisation**

NOCN will undertake a process of standardisation annually. Units from the qualification will be selected for standardisation and OCNs will collect sample assessment materials from Centres each year.

OCNs will notify Centres on an annual basis of the required sample and materials for national standardisation purposes. **Each Centre offering the specified units is required as part of the Centre Recognition Process to contribute assessment materials for standardisation.**

Feedback on standardisation will be available to Centres annually through their OCN. National standardisation will establish:

- Statements on the standards for each unit
- Recommendations, advice and guidance for use of the qualification and assessment of units.

# NOCN Level 3 Certificate in Information, Advice or Guidance



Accreditation start date: 01/08/2008

Accreditation end date: 31/12/2010

Certification end date: 31/12/2013

National Open College Network  
The Quadrant  
Parkway Business Park  
99 Parkway Avenue  
Sheffield  
S9 4WG

Tel. 0114 2270500  
Fax. 0114 2270501

E-mail: [nocn@nocn.org.uk](mailto:nocn@nocn.org.uk)  
Web: [www.nocn.org.uk](http://www.nocn.org.uk)

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