

Qualification Guide

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National Open
College Network

NOCN Level 2 Award in Parenting and Lifestyles

National accreditation no. 100/2146/2
NOCN qualification no. HF11AQ0001

Designed to develop skills in parenting relationships and healthy living and improve life chances through a 'first step' qualification.



National Open College Network

The National Open College Network (NOCN) is a major awarding body providing national qualifications and a complementary range of national and local activities, including curriculum development and programme delivery approval.

NOCN seeks to widen access to lifelong learning and to develop responsive modern and innovative qualifications, which address exclusion, participation and achievement.

NOCN does this through offering a range of qualifications, which are designed to be suitable for adults and for anyone for whom more traditional qualifications have proved unsuitable. NOCN qualifications allow learners to achieve units of qualification, expressed as credit achievement, and to accumulate and transfer these credit achievements to provide flexible means to gain full qualifications.

The NOCN curriculum development and programme delivery approval activity ensures that NOCN qualifications are delivered flexibly and are attractive to the target groups of learners. This ensures quality assurance at the point of delivery and that all NOCN qualifications are delivered and offered in ways that seek to widen participation and to support achievement. The NOCN Level 2 Award in Parenting and Lifestyles is designed to be accessible and to develop the skills and knowledge that will enable people to prepare for progression to further education and training and/or to increase their chances of employability by building self-confidence and self-esteem.

NOCN, through its Open College Networks (OCNs), has over 3000 centres across the UK, which may deliver this qualification. Any centre wishing to deliver this qualification must demonstrate that it meets additional requirements for programme delivery, as well as the qualification specification and assessment requirements. These additional requirements include expertise, resourcing, curriculum delivery, learner support and internal quality assurance and development strategies. NOCN has wide-ranging experience in programme delivery approval and brings this wide-ranging expertise to the management of the delivery of the NOCN qualifications.

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1. About the qualification

The NOCN Level 2 Award in Parenting and Lifestyles offers a ‘first step’ qualification for those people who may be at risk within communities, those without traditional qualifications or those within the criminal justice system for whom developing skills in parenting, relationships and healthy living may provide a stepping stone for personal progression and career development.

This general qualification is particularly applicable to those people within the criminal justice system or who have experience of the system. It provides a fundamental tool for developing transferable life skills relating to personal development and basic skills. The qualification offers opportunity for improving educational attainment for the most vulnerable many of whom lack self-esteem. The Crime & Disorder Act (1998) drew attention to the role parents can play in preventing their children from offending and in reducing anti-social behaviour. Guidance, knowledge and skills development in parenting help break the intergenerational cycles associated with poor parenting and the associative links to offending behaviour. It is estimated that 25% of prisoners in young offenders institutions are fathers.

The qualification also addresses the social exclusion agenda in relation to issues such as teenage pregnancy. Teenage pregnancy affects young people in all parts of the country and all social classes but “it is worse in the poorest areas and amongst the most vulnerable young people – teenage parents are more likely than their peers to live in poverty and unemployment and be trapped by a lack of education”. This qualification seeks to address some of the challenges faced by these young parents and provide a step up on the ladder towards education and work.

The qualification offers opportunities for use with a wide range of people in a range of contexts and through imaginative and engaging delivery can provide parents, young people and those within the criminal justice system and those at risk with a recognised qualification that can take them forward to other achievements in life and work.

Guided Learning Hours

The total recommended guided learning hours is 130. No more than eight additional contact hours should be allocated for the external assessment task. Some learners will be able to achieve these units in a shorter time, other learners, particularly those with literacy requirements will take much longer.

Key Skills

All the units within this qualification have been mapped to key skills and details of activities to support the achievement of key skills are provided on page 55.

The tables below summarise the opportunities for the acquisition, development and production of evidence for key skills and the wider key skills in teaching and learning units of this qualification. The degree of opportunity in any one unit will depend upon a number of your own centre-specific factors, including teaching strategies and level of resources.

Unit Title	Application of Number Level 2	Communication Level 2	Information Technology Level 2
Sex and Relationships Education		C2.1a C2.2 C2.3	IT2.1 IT2.2
Family Relationships		C2.1a C2.2b	
Parentcraft	N2.1 N2.2 N2.3	C2.1 C2.2 C2.3	IT2.1 IT2.2 IT2.3
Healthy Living	N2.1 N2.2	C2.1a C2.1b C2.2 C2.3	IT2.1 IT2.2

Unit Title	Improve Own Learning and Performance Level 2	Working with Others Level 2	Problem Solving Level 2
Sex and Relationships Education		WO2.1 WO2.2 WO2.3	
Family Relationships	LP2.1		PS2.1 PS2.2
Parentcraft		WO2.1	
Healthy Living	LP2.1 LP2.2 LP2.3		

How the Qualification Relates to Wider Education and Training Issues

The underlying principle upon which NOCN qualifications are based is one of widening participation and offering opportunities for those learners otherwise excluded from the qualification framework. To achieve this, learning outcomes have been developed to underpin this commitment and broaden the awareness and knowledge of learners across educational, cultural and social issues.

References to the ways in which this qualification addresses these issues are signposted below.

Unit Title	Social, Cultural & Ethical Issues	Health & Safety	Equal Opportunities	Environmental Issues	European Awareness/ Legislation
Sex and Relationships Education	√	√	√		√
Family Relationships	√		√		
Parentcraft	√		√		√
Healthy Living	√		√		√

The units within this qualification are designed to explore many of these issues and particular those relating to social, cultural and ethical issues. These are seen as an integral and important part of the learning process. In particular the unit Sex and Relationships Education includes the Learning Outcome – Understand a range of relationships, family lifestyles and sexuality, including an awareness of cultural and individual differences. Learners must also be aware of the legislation in relation to sex and sexuality, health issues related to contraception and sexually transmitted diseases and equality within consensual relationships. Equality within the family and the rights of children are also covered within the units Parentcraft and Family Relationships. These also cover social and ethical issues within the family and the changing needs of the members of the family. The unit Healthy Living also covers aspects of sexual health and the social issue of lifestyles.

Language Requirements

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

2. Who is the qualification for?

The NOCN Level 2 Award in Parenting and Lifestyles aims to:

- Provide generic and transferable skills in parenting and lifestyles.
- Prepare for progression to further education and training.
- Increase learners' chances of employment.
- Break the cycle of intergenerational links in patterns of behaviour.
- Develop skills in parenting, relationships and personal development.
- Assist with the re-settlement process and adjustment to living and working within a community.

The minimum age for access to the qualification is 16.

The qualification is particularly suitable for those who:

- Need a 'first step' qualification to improve life changes and move on in their communities and into work.
- Are within the criminal justice system (in prisons, young offenders institutions or other secure environments).
- Have experience of the criminal justice system that are released and being supported within the statutory system (for example probation, offending orders, on licence).
- Young people at risk including disaffected young people, homeless people, single teenage parents.

Restrictions on Learner Entry

The NOCN Level 2 Award in Parenting and Lifestyles is designed to provide the widest possible access to learners. **This qualification is specifically designed for those people identified within the target group.** For use outside this target group, providers of the qualification will need to ensure that entry to the qualification is appropriate to the individual's previous experience and/or qualifications and their progression needs.

Recommended Prior Learning

No specific prior learning, experience and/or qualification are required for learners undertaking the NOCN Level 2 Award in Parenting and Lifestyles. However, the demands and nature of the qualification and the assessment requirements are such that learners will need basic literacy and communication skills. Learners will need to:

- Read and interpret given tasks.
- Write answers that are clear, logical and understandable.
- Organise relevant information clearly and coherently.
- Have functional levels of literacy, communication and numeracy.

Progression Opportunities

The NOCN Level 2 Award in Parenting and Lifestyles enables progression to occupational and general qualifications at Level 2.

Progression opportunities at Level 2 may include the NOCN Intermediate Award in Skills for Work. As the NOCN Level 2 Award in Parenting and Lifestyles will provide underpinning generic and transferable skills, progression to Basic and Key Skills Qualifications at Level 2, and to units of NVQs at this level, is possible.

Learners with Particular Requirements

Assessment within the NOCN Level 2 Award in Parenting and Lifestyles is designed to be accessible and inclusive. The criterion-referenced approach in the units allows flexibility through an assessment methodology which is deemed appropriate and rigorous for individuals or groups of learners.

If you have learners with particular requirements you should use the guidance in the NOCN Administration Handbook for Centres in applying for special arrangements.

3. Achieving the qualification

The NOCN Level 2 Award in Parenting and Lifestyles is composed of a total of four mandatory units. To achieve the qualification, the learner must achieve all four mandatory units plus the external assessment.

The four mandatory units are internally set and internally marked. The external assessment is in the form of a piece of structured writing (500 words or equivalent) linked to all units of the qualification. The external assessment is undertaken in a supervised environment.

This qualification contains the following mandatory units:

Unit Code	Unit Title	Optional/ Mandatory	Credit Value	Level
PR42QQ004	Family Relationships	Mandatory	1	Two
HF12QQ002	Parentcraft	Mandatory	1	Two
PK82QQ002	Sex and Relationships Education	Mandatory	1	Two
HJ12QQ001	Healthy Living	Mandatory	1	Two

Achieving Units of the Qualification

- Units of the qualification can be separately assessed and certificated.
- Units can be combined to achieve the qualification.
- Only the specific units from within the qualification may count as unit credit towards the achievement requirements of the qualification.

4. The qualification units

UNIT TITLE: Family Relationships R/101/3684

LEVEL: Two

CREDIT VALUE: 1

UNIT CODE: PR42QQ004

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Recognise the changing nature of families.	1.1. Outline the variety of forms, which the family may take. 1.2. Identify the strengths and weaknesses of each type of family unit.
2. Appreciate the different roles within the family.	2.1. Describe the different roles of members of the family unit and how these may change over time.
3. Understand some of the causes and effects of problems in family life.	3.1. Describe the most common causes of problems and the possible effects these may have on the family. 3.2. Assess strategies to alleviate some of these problems.
4. Understand their personal responsibilities within the family, to family members.	4.1. Describe their main responsibilities within the family to other members and suggest how these can be carried out.
5. Recognise that family members have changing needs.	5.1. Describe how the needs of family members may change as circumstances change. 5.2. Outline the consequences of this.
6. Develop own strategies for future direction and personal development as a member of a family unit.	6.1. Produce a life plan in relation to their own and their family's needs, identifying possible problems and solutions.

UNIT TITLE: Family Relationships R/101/3684

Indicative Content

Aims

This unit aims to enable the learner to:

- Explore the different types of family unit, the characteristics of each type and the advantages/disadvantages of each.
- Identify the different roles and responsibilities in the family unit.
- Identify common problems within the family unit, for example, finance, health and housing.
- Identify the changing needs of the family members over time.
- Encourage practical planning for the future.

This unit is internally assessed and internally marked.

Key Areas of Content/Syllabus

Teaching and learning strategies for this unit must take account of the learner group and the context in which learning is taking place. The unit focuses on the family and relationships within family units. Social, cultural and economic factors will affect learner perceptions and responses and it is critical to learner engagement that these can be explored in a sensitive and open learning environment. The unit offers opportunities for a range of approaches including discussion, role play, written and oral work. Learners should be provided with support and guidance and should be encouraged to examine and explore their own experiences and that of others within a supportive environment.

Assessment Guidance

This unit assesses the learner's awareness of the family and themselves as members of a family unit and supports the development of future achievable goals. The assessment is made up of three tasks. One of these tasks also assesses the unit - Parentcraft.

This unit aims to assess the learner's:

- Understanding of the different types of family unit, the characteristics of each type and the advantages/disadvantages of these.
- Understanding of the different roles and responsibilities in the family unit.
- Ability to identify common problems within the family unit, for example, finance, health, housing.
- Understanding of the changing needs of the family members over time.
- Ability to undertake practical planning for the future.

Using the tasks

The tasks provided should be used to assess the unit. Tutors can change the specific contextual details in these tasks to make them more appropriate to the learner's own experiences if necessary.

These tasks provide standard assessments for the unit. NOCN advises that alternative tasks are only used where tutors feel the published standard tasks are not appropriate to the learners experience or cultural context or where a learner has been unsuccessful and wishes to undertake a further assessment. In these circumstances, the tutor must ensure that the task is mapped against the standard assessment task and this is approved by the external moderator.

The tutor should ensure that:

- The learner understands the task.
- The learner has sufficient time to prepare for the task.
- The learner completes all three tasks.

Assessment Evidence

- Completed Family Relationships Diagram
- Tutor Observation Sheet(s)
- Written Timeline Assessment
- Completed Life Plan

UNIT TITLE: Family Relationships R/101/3684

Assessment Tasks

Instructions to Tutor

A standard example of a Family Diagram or Tree should be used to facilitate this activity. A discussion of the types of family and the roles and responsibilities of family members should precede the activity. The diagram needs to be planned before final completion and learners should be encouraged to first list all their family and decide on their roles.

Task One – A Family Relationship Diagram*

This task assesses your understanding of the family and the relationships between family members. The task is to produce a diagram of your family, known as a Family Relationships Diagram, identifying the roles and responsibilities of each family member. You will need to think carefully about members of your family and where they should be listed in a diagram.

- Make a list of all the members of your family.
- Decide what the relationship of each one is to you and what their roles are within the family.
- Identify their responsibilities to other people on your list.
- Decide how you will design the diagram to fit on the available paper before you start.
- You could separate different parts of your family by doing each in a different colour.

The diagram should be either word-processed or clearly written, with the size of the font/handwriting suitable for the size of the paper. You should make sure that spelling, punctuation and grammar are as accurate as possible. Some of the relationships within your family may be complicated, for instance step-parents/half-brothers or sisters. You should find solutions for including them in your Family Relationships Diagram.

*** This task also forms part of the assessment for the unit entitled 'Parentcraft'.**

Instructions to Tutor

The learners should work in small groups to discuss the needs and feelings of four different family members during major events over a period of 20 years, such as the birth of a child or a death in the family. The discussion should include how sometimes the different needs of the family members clash. The group should discuss possible solutions for dealing with family members whose needs are not met and whose needs change. In the discussion, the learner should use appropriate language and behaviour.

Task Two – Discussion and Activity on Changes in Families over Time

This task assesses your understanding of how the family changes over time. The task is in two parts.

1. Take part in a small group discussion about the changing needs, feelings and roles of family members over a 20-year period. You will decide on four different family members and what effect events, such as a birth in the family or a death, have on their feelings or needs. You should identify problems that might arise within the family when different members' needs clash and offer possible solutions to these. You should use appropriate language and behaviour.
2. Record this discussion, in writing. Identify the family members and the events that you have chosen, describing the problems that may arise and suggesting solutions for these. You should also evaluate your part in the discussion as a concluding paragraph. The task may be word-processed or handwritten clearly. Spelling, punctuation and grammar should be as accurate as possible. (Minimum 500 words).

Instructions to Tutor

Individual Life Plans will depend on the learner's individual circumstances. For those learners within the criminal justice system it might form a part of the learner's sentence plan and re-settlement programme. Ongoing support and guidance will be needed to enable the learner to be realistic about their short and long-term goals. Tutors should provide examples of Life Plans prior to setting the task to show how the plan can be structured and presented.

Task Three – Life Planning

This task assesses your understanding and ability to plan and is about producing a Life Plan for yourself in relation to your own and your family's needs. You should consider both short-term and long-term goals and set achievable and realistic targets. It can be either word-processed or in clear handwriting. You should make sure that spelling, punctuation and grammar are as accurate as possible. You should consider:

- Your needs/expectations
- Your family's needs/expectations
- The steps that you would need to take to achieve your short and long-term goals
- The problems/obstacles that may arise and possible solutions
- The timescales for achieving the goals
- Your strengths and how these will help you to achieve your goals
- Your weaknesses and how these can be overcome
- Who can help you to achieve your goals.

UNIT TITLE: Family Relationships R/101/3684

Achievement Criteria

Learner Name:	
Centre No:	Centre Name:
Task One: A Family Relationships Diagram	

The learner has achieved the task when she/he:	Tutor Comments	Learner Achieved	Tutor Signature	Moderator Signature	Date
Has taken part in a discussion and produced a diagram which should be either word-processed or handwritten with reasonably accurate spelling, punctuation and grammar. It should fit the paper available and be neat.					
In the diagram the learner:					
<ul style="list-style-type: none"> • Outlines the different types of family and the strengths and weaknesses of each type. 					
<ul style="list-style-type: none"> • Identifies the roles of the different family members. 					
<ul style="list-style-type: none"> • Identifies their main responsibilities within the family. 					

UNIT TITLE: Family Relationships R/101/3684

Achievement Criteria

Learner Name:	
Centre No:	Centre Name:
Task Two: Discussion and Activity on Changes in Families over Time	

The learner has achieved the task when she/he:	Tutor Comments	Learner Achieved	Tutor Signature	Moderator Signature	Date
Has taken part in a discussion and produces a written record of the discussion (the written record should be a minimum of 500 words). The discussion should:					
• Describe the most common causes of problems for a family.					
• Suggest strategies to solve these problems.					
• Describe how family members' needs may change over time and how these can be addressed.					

UNIT TITLE: Family Relationships R/101/3684

Achievement Criteria

Learner Name:	
Centre No:	Centre Name:
Task Three:	Life Planning

The learner has achieved the task when she/he:	Tutor Comments	Learner Achieved	Tutor Signature	Moderator Signature	Date
Completes a Life Plan, either word-processed or handwritten, with accurate spelling, punctuation and grammar that:					
Identifies their needs/expectations					
Identifies their family's needs/ expectations					
States achievable short-term and long-term goals					
Sets realistic timescales					
Identifies the steps to achieving their goals					
Identifies possible problems/ obstacles and suggests solutions					
Identifies strengths to help achieve the goals					
Identifies weaknesses that might stop them achieving their goals.					

UNIT TITLE: Parentcraft Y/101/3685

LEVEL: Two

CREDIT VALUE: 1

UNIT CODE: HF12QQ002

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the responsibilities of being a parent.	1.1. Discuss the responsibilities of a parent and identify how these change as children develop.
2. Understand the rights and needs of different family members.	2.1. Identify the individual rights and needs of parent(s)/children and different members within the family. 2.2. Suggest ways in which these can be met as children grow and develop.
3. Recognise the importance of being honest with children and others in the family.	3.1. Provide examples of the importance of being honest with children at different stages in their development.
4. Understand the importance of listening to children and giving them choices.	4.1. Provide examples of situations in which it is important to listen to children. 4.2. Suggest ways to offer choices at different stages of children's development.
5. Understand the major stages of a child's development and be aware of some of the techniques that may be used to cope with children's behaviour.	5.1. Outline the stages of a child's development from 0 – 16 years. 5.2. Outline techniques and strategies that might be used to cope with children's behaviour in given situations. 5.3. Identify advice and support agencies available.
6. Understand how children learn through daily activities.	6.1. Explain ways in which children learn through daily activities. 6.2. Suggest practical ways in which parents can support children's learning.
7. Be aware of how positive parenting builds self-esteem in children.	7.1. Give examples based on discussion of positive interactions with children to build self-esteem.

UNIT TITLE: Parentcraft Y/101/3685

Indicative Content

Aims

This unit aims to enable the learner to:

- Explore the roles and responsibilities of a parent and how these change as children develop.
- Identify the rights of children within the family.
- Identify children's developing needs from infancy to adulthood.
- Identify how parents can meet these needs.
- Identify strategies for dealing with children's behaviour.
- Identify how children learn through everyday activities and in the home environment.
- Include practical activities to demonstrate this.

This unit is internally assessed and internally marked.

Key Areas of Content/Syllabus

Teaching and learning to support this unit focuses on the role of the parent, parenting skills and exploring strategies to develop abilities, knowledge and skills needed by individuals in order to become confident and successful parents. Learning may be facilitated by the tutor supported by other 'experts' and could include peer group work. The unit offers opportunities for working outside the learning environment within the community and may involve other family members. Sensitivity to social, cultural and economic factors affecting parents must be considered and learners should be supported effectively as they explore the rights and responsibilities of parenthood.

Assessment Guidance

This unit assesses the learner's awareness of the role and responsibilities of parents and the different stages in childhood development. It also enables the learner to develop strategies for coping with children's behaviour and to identify what help is available to assist with this. The assessment is made up of four tasks including one task that is cross-referenced with a task in the unit – Family Relationships.

This unit aims to assess the learner's:

- Understanding of the roles and responsibilities of a parent and how these change as children develop.
- Knowledge of the rights of children within the family.
- Understanding of children's developing needs from infancy to adulthood.
- Understanding of how parents can meet these needs.
- Ability to identify strategies for dealing with children's behaviour.
- Understanding of how children learn through everyday activities and in the home environment.
- Knowledge and application of practical activities to demonstrate this.

Using the tasks

The tasks provided should be used to assess the unit. Tutors can change the specific contextual details in these tasks to make them more appropriate to the learner's own experiences if necessary.

These tasks provide standard assessments for the unit. NOCN advises that alternative tasks are only used where tutors feel the published standard tasks are not appropriate to the learners experience or cultural context or where a learner has been unsuccessful and wishes to undertake a further assessment. In these circumstances, the tutor must ensure that the task is mapped against the standard assessment task and this is approved by the external moderator.

The tutor should ensure that:

- The learner understands the task
- The learner has sufficient time to prepare for the task
- The learner completes all four tasks.

Assessment Evidence

- Completed Family Relationships Diagram
- Tutor Observation Sheet(s)
- Self-Assessment
- Witness Statement
- Completed Annotated Diagram
- Completed Game/Activity

UNIT TITLE: Parentcraft Y/101/3685

Assessment Tasks

Instructions to Tutor

A standard example of a Family Diagram or Tree should be used to facilitate this activity. A discussion of the types of family and the roles and responsibilities of family members should precede the activity. The diagram needs to be planned before final completion and learners should be encouraged to first list all their family and decide on their roles.

Task One – A Family Relationship Diagram*

This task is to produce a diagram of your family, known as a Family Relationships Diagram, identifying the roles and responsibilities of each family member. You will need to think carefully about the members of your family and where they should be listed in a diagram.

- Make a list of all the members of your family.
- Decide what the relationship of each one is to you and what are their roles within the family.
- Think about their responsibilities to other people on your list.
- Decide how you will design the diagram to fit on the available paper before you start.
- You could separate different parts of your family by doing each in a different colour.

The diagram should be either word-processed or clearly written, with the size of the handwriting suitable for the size of the paper. You should make sure that spelling, punctuation and grammar are as accurate as possible. Some of the relationships within your family may be complicated, for instance step-parents/half brothers or sisters. You should find solutions for including them in your Family Relationships Diagram.

***This task also forms part of the assessment for the unit entitled 'Family Relationships'.**

Instructions to Tutor

The discussion should be structured to the needs of each group but focus clearly on the importance of being honest with children and listening to their needs. Learners should have the opportunity to give examples of positive interaction with children. Sources of help and advice should be explored. The role-play to follow should also be carefully structured, setting out a situation when the parent needs to listen to the child and respond honestly and positively giving choices. The learners should be in pairs and each should have the opportunity to be both parent and child. They should list the questions/points they wish to talk about beforehand.

Task Two – Role Play

This task assesses your understanding of the interaction between parents and children and is about learning to listen to children and being honest with them. It asks you to develop strategies to cope with children's behaviour and identify sources of help and advice that are available. The task involves a number of stages:

- Take part in a discussion about interaction with children and talk about both positive and negative examples.
- Form pairs for a role-play of a parent and child talking to each other.
- Firstly, with your partner, decide upon the situation to take place. Decide, as the parent, what things you wish to say and imagine what the response might be. Decide on some choices you might offer the child. You should write these down as a reminder.
- Complete the role-play situation as the parent.
- Repeat the process but with you as the child.
- Evaluate in writing how the role-play worked and how you felt about it (approximately 500 words).

Instructions to Tutor

After delivery relating to the learning outcome exploring the major stages of a child's development, tutors should suggest ways that the information can be summarised into diagrammatic form.

Task Three – Child Development

This task assesses your understanding of the different stages of a child's development. You will learn about these from your tutor and can read about them from a textbook. You should then summarise the information into a diagram showing the different stages of development and how these may affect a child's behaviour.

Instructions to Tutor

Discussion should take place about the range and types of games and activities available and how children learn from taking part in these. Materials for making the games/activities will need to be provided. Learners will design either a game or an activity to be used by children. These can take any format, for example, a board game or ball game. Learners will devise appropriate rules for the age group and work individually or in a group to assess the practicalities of each one.

Task Four – Practical Activities for Children

This task is about designing a game/activity for a child to aid their learning and assesses your understanding of child development and children's needs.

- You should decide what type of game/activity you are going to design, for example, a board game or a ball game.
- Design/make the game/activity and decide the rules and what stage in a child's development the game/activity is suitable for.
- Practice the game or activity, either by yourself or with others.
- Assess the effectiveness of the game or activity for a child's learning and development needs (approximately 250 words).

UNIT TITLE: Parentcraft Y/101/3685

Achievement Criteria

Learner Name:	
Centre No:	Centre Name:
Task One: A Family Relationships Diagram	

The learner has achieved the task when she/he:	Tutor Comments	Learner Achieved	Tutor Signature	Moderator Signature	Date
Takes part in a discussion and produced a diagram which should be either word-processed or handwritten, with reasonably accurate spelling, punctuation and grammar. It should fit the paper available and be neat.					
Outlines the different types of family and the strengths and weaknesses of each type.					
Identifies the roles of the different family members.					
Identifies their main responsibilities within the family.					

UNIT TITLE: Parentcraft Y/101/3685

Achievement Criteria

Learner Name:	
Centre No:	Centre Name:
Task Two:	Role Play

The learner has achieved the task when she/he:	Tutor Comments	Learner Achieved	Tutor Signature	Moderator Signature	Date
Takes part in a discussion and role-play.					
Produces a self-assessment of their part in the role-play of approximately 500 words, which should be either word-processed or handwritten with accurate spelling, punctuation and grammar.					
Demonstrates that they understand the importance of being honest with children and listening to them.					
Provides examples of positive interaction.					
Demonstrates that they can give children choices.					
Outlines different strategies for coping with children's behaviour and how these might change over time.					
Suggests sources of help or advice.					

UNIT TITLE: Parentcraft Y/101/3685

Achievement Criteria

Learner Name:	
Centre No:	Centre Name:
Task Three: Child Development	

The learner has achieved the task when she/he:	Tutor Comments	Learner Achieved	Tutor Signature	Moderator Signature	Date
Produces a diagram that is either word-processed or handwritten with accurate spelling, punctuation and grammar, showing the stages of children's development from 0 – 16 years.					
The diagram should:					
<ul style="list-style-type: none"> Clearly identify major stages. 					
<ul style="list-style-type: none"> Identify key points at each stage in relation to children's behaviour. 					

UNIT TITLE: Parentcraft Y/101/3685

Achievement Criteria

Learner Name:	
Centre No:	Centre Name:
Task Four: Practical Activities for Children	

The learner has achieved the task when she/he:	Tutor Comments	Learner Achieved	Tutor Signature	Moderator Signature	Date
Designs a game/activity for a child that has appropriate rules for the age group stated.					
Completes an accurate assessment of the effectiveness of the game/activity, of approximately 250 words, which is either word-processed or handwritten, with accurate spelling, punctuation and grammar.					
The assessment should:					
<ul style="list-style-type: none"> Show how the game/activity supports learning and development. 					
<ul style="list-style-type: none"> Assess the value of the game for the age group stated. 					

UNIT TITLE: Sex and Relationships Education

D/101/3686

LEVEL: Two

CREDIT VALUE: 1

UNIT CODE: PK82QQ002

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand a range of relationships, family lifestyles and sexuality, including an awareness of cultural and individual differences.	1.1. Explain different types of relationships, for example same sex relationships, lifestyles and sexuality, arranged marriages. Include cultural and individual differences.
2. Understand the qualities and attributes that help form individuals' positive consensual relationships.	2.1. Describe and explain the qualities and attributes that help people form positive relationships, including trust, respect and commitment.
3. Understand that individuals have rights and responsibilities within a relationship.	3.1. Provide examples of how the individual's rights and responsibilities are acknowledged. 3.2. Explain how rights and responsibilities interact within a relationship.
4. Be aware of the law in relation to sex and sexuality.	4.1. Outline the law(s) relating to age of consent/marriage/cohabitation/abuse. 4.2. Explain how the law can be used to regulate sexual activity.
5. Understand how the body works in relation to sexual activity.	5.1. Describe how the body functions. 5.2. Explain what happens when the body becomes sexually aroused.
6. Understand the range and purpose of male and female contraception methods and knowledge of Sexually Transmitted Infections	6.1. Describe the different methods of contraception. 6.2. Explain which methods protect against Sexually Transmitted Infections. 6.3. Correctly apply a condom to a dummy.
7. Identify the agencies able to give help, advice and treatment on contraception and sexual health.	7.1. List a range of agencies able to give help and advice. 7.2. Explain what help and advice is available.
8. Communicate about sex, sexuality and relationships effectively, both individually and in small groups.	8.1. Express and actively listen to views and ask questions about sex, sexuality and relationships, both individually and in groups. 8.2. Take into account different viewpoints.

UNIT TITLE: Sex and Relationships Education

D/101/3686

Indicative Content

Aims

This unit aims to enable the learner to:

- Develop an understanding, awareness and acceptance of the diversity of human sexuality, relationships and sexual practice, including cultural and sexual diversity.
- Develop an awareness of the qualities and attributes in forming and maintaining relationships.
- Develop an understanding of the rights, responsibilities and roles of individuals within interpersonal and sexual relationships, including legal rights.
- Develop an awareness and understanding of the body, including naming body parts.
- Identify a range of sexually transmitted diseases and their signs and symptoms.
- Identify a range of issues relating to contraception and sexual health.
- Develop an ability to express and listen to individual and group views, ask questions and communicate effectively and assertively on issues related to sex, sexuality and relationships.

This unit is internally assessed and internally marked.

Key Areas of Content/Syllabus

This unit and the assessment strategy associated with it has been developed with the support of the Sex Education Forum. The unit forms part of the required curriculum for juvenile and young offender establishments.

Teaching and learning focuses on the effective delivery of sex education and requires tutors to engage with learners in developing their knowledge, understanding and awareness of a wide range of issues related to sexual health. It is recommended that other relevant professionals may be engaged in aspects of delivery related to this unit. A wide range of sexual health materials are generally available from health professionals and others to support teaching and learning in this area. Delivery modes should include taught sessions, group discussions, tutor led discussion and expert delivery as appropriate to the learner and the content in which the learning takes place.

Assessment Guidance

This unit assesses the learner's ability to identify ways to improve their physical, emotional and sexual health and well-being. It will provide opportunities for learners to gain basic factual information and develop social skills in relation to sex, sexuality, sexual health and relationships. In addition, learners will be enabled to explore their attitudes and values to explore moral and ethical situations.

The assessment is made up of three tasks. One of these tasks is cross-referenced with the unit – Healthy Living.

This unit aims to assess the learner's:

- Understanding, awareness and acceptance of the diversity of human sexuality, relationships and sexual practice, including cultural and sexual diversity.
- Awareness of the qualities and attributes in forming and maintaining relationships.
- Understanding of the rights, responsibilities and roles of individuals within interpersonal and sexual relationships, including legal rights.
- Knowledge and understanding of the body, including naming body parts.
- Knowledge of a range of sexually transmitted diseases and their signs and symptoms.
- Understanding of a range of issues relating to contraception and sexual health.
- Ability to express and listen to individual and group views, ask questions and communicate effectively and assertively on issues related to sex, sexuality and relationships.

Using the tasks

The tasks provided should be used to assess the unit. Tutors can change the specific contextual details in these tasks to make them more appropriate to the learner's own experiences if necessary.

These tasks provide standard assessments for the unit. NOCN advises that alternative tasks are only used where tutors feel the published standard tasks are not appropriate to the learners experience or cultural context or where a learner has been unsuccessful and wishes to undertake a further assessment. In these circumstances, the tutor must ensure that the task is mapped against the standard assessment task and this is approved by the external moderator.

The tutor should ensure that:

- The learner understands the task
- The learner has sufficient time to prepare for the task
- The learner completes all three tasks.

Assessment Evidence

- Tutor Observation(s)
- Witness Statement
- Video (if available)
- Completed Worksheet (tutor marked).

UNIT TITLE: Sex and Relationships Education

D/101/3686

Assessment Tasks

Instructions to Tutor

It is expected that the ratio for tutor/learners will be 1:9 but might be a larger ratio depending on circumstances. The discussion should be structured, with prompt questions where necessary, to allow assessment of Learning Outcome 8 particularly. Where possible, the discussion can be videoed but a tutor observation sheet should also be used to record individual contributions and responses in relation to:

- Learner explanation of different types of relationships.
- Learner explanation of the qualities and attributes that help the formation of relationships.
- Learner explanation of the rights and responsibilities within a relationship.
- Learner explanation of the interactions within a relationship.
- Ability to express own views appropriately.
- The use of active listening skills.
- Appropriate use of language, body language, tone of voice.
- Ability to ask questions.
- Ability to take into account different viewpoints.

Task One – Discussion

This task requires you to take part in a group discussion about different types of relationships and assesses your ability to participate in an appropriate manner, using effective communication and listening skills. Your tutor, who will record your participation on an observation sheet, will observe you and a video of the discussion may be made with the group's permission. You should demonstrate an understanding of:

- The different types of relationship, for example, heterosexual, same sex, arranged marriages and the cultural and individual differences relating to these.
- The qualities and attributes needed to form positive relationships, for example, trust, respect and commitment.
- The rights and responsibilities within a relationship.
- The interaction of these within the relationship.

You will need to demonstrate that you can:

- Actively listen to others.
- Express your own views in a manner appropriate to the setting.
- Take into account different viewpoints.
- Use appropriate language, tone of voice.
- Use appropriate body language, such as an open stance, maintaining appropriate eye contact.
- Ask appropriate questions.

Instructions to Tutor

You should devise a worksheet which has questions on each of the following areas:

- Laws relating to the age of consent/marriage/cohabitation/abuse for different types of relationship, for example, heterosexual/homosexual/common law.
- Types of Sexually Transmitted Infections, their causes and consequences.
- Different types of contraception.
- Appropriate agencies available for help and advice.
- A diagram to name parts of the body.

This task is not a timed exercise and should be completed after relevant periods of learning, to assess understanding. The tutor should mark the worksheet.

Task Two – Question and Answer Worksheet*

This task assesses your understanding of a range of issues relating to sex education. The task is to complete a number of questions on the given worksheet. You can complete each section after the relevant learning has taken place. However, you should complete it in clear and legible handwriting with reasonably accurate spelling and punctuation.

***This task is cross-referenced with the 'Healthy Living' unit.**

Instructions to Tutor

This task should be incorporated into the general learning about contraception and should be demonstrated first. (A relevant health professional may be used for this session and assessment).

Task Three – Practical Application of a Condom

This task is about using contraception effectively. You will learn about different types of contraception and particularly condoms. This task requires you to show that you can apply a condom correctly to enable effective contraception.

UNIT TITLE: Sex and Relationships Education

D/101/3686

Achievement Criteria

Learner Name:	
Centre No:	Centre Name:
Task One:	Discussion

The learner has achieved the task when she/he:	Tutor Comments	Learner Achieved	Tutor Signature	Moderator Signature	Date
Explains at least two different types of relationship.					
Describes two qualities/attributes, which help to form positive relationships.					
Explains why they are important.					
Provides at least two examples of an individual's rights/responsibilities in a relationship and explains how these interact.					
Expresses their views in an appropriate manner.					
Listens to the views of others.					
Asks a question.					
Uses appropriate language, tone of voice.					
Uses appropriate body language.					

UNIT TITLE: Sex and Relationships Education

D/101/3686

Achievement Criteria

Learner Name:	
Centre No:	Centre Name:
Task Two: Question and Answer Worksheet	

The learner has achieved the task when she/he:	Tutor Comments	Learner Achieved	Tutor Signature	Moderator Signature	Date
Has attained at least 70% of correct answers from the worksheet.					
Outlines the law(s) relating to the age of consent/marriage/cohabitation/ abuse in at least one type of relationship and how this can regulate sexual activity.					
Identifies three agencies and briefly explains what help/advice is available from these.					
Names five different types of contraception and explains which ones protect against Sexually Transmitted Infections.					
Adds the names of four body parts to a given diagram and explains their functions.					
Explains two changes to the body when it becomes sexually aroused.					

UNIT TITLE: Sex and Relationships Education

D/101/3686

Achievement Criteria

Learner Name:	
Centre No:	Centre Name:
Task Three: Practical Application of a Condom	

The learner has achieved the task when she/he:	Tutor Comments	Learner Achieved	Tutor Signature	Moderator Signature	Date
Correctly applies a condom to a dummy.					

UNIT TITLE: Healthy Living H/101/3687

LEVEL: Two
CREDIT VALUE: 1
UNIT CODE: HJ12QQ001

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand why personal fitness is important.	1.1. Explain the term personal fitness. 1.2. Describe the advantages and disadvantages of different activities in relation to personal fitness.
2. Recognise the role exercise plays in a healthy lifestyle.	2.1. Develop a programme of personal exercise in relation to weight, health and age. 2.2. Record personal progress.
3. Understand the role of a balanced diet in promoting good health.	3.1. Explain the principles of healthy eating. 3.2. Design nutritionally balanced meal for self, giving reasons for choice.
4. Understand the importance of personal hygiene and good grooming.	4.1. Explain the reasons for the need for personal hygiene and good grooming. 4.2. Incorporate personal hygiene and good grooming into own life.
5. Understand and consider the basic issues of sex education and contraception.	5.1. Describe a range of methods of contraception. 5.2. Explain the need for sexual responsibility in personal relationships. 5.3. Identify sexually transmitted diseases, their causes and consequences.
6. Take responsibility for their health and lifestyle through action planning for the future.	6.1. Devise an action plan for a healthy lifestyle. 6.2. Access information from appropriate agencies.

UNIT TITLE: Healthy Living H/101/3687

Indicative Content

Aims

This unit aims to enable the learner to:

- Develop an understanding of the main aspects of personal fitness, body functions and activities relating to personal fitness.
- Identify the role of exercise in relation to weight, age and health.
- Understand the role of balanced diet in promoting good health.
- Identify the reasons for the need for good personal hygiene.
- Identify a range of sexually transmitted diseases.
- Identify a range of issues relating to contraception and sexual health.
- Engage in practical planning for a healthy lifestyle.

This unit is internally assessed and internally marked.

Key Areas of Content/Syllabus

Teaching and learning for this unit should provide the basis for the individual learner to learn about healthy lifestyles. Delivery should focus on key themes including exercise, diet, personal hygiene, sexual health and emotional well-being. 'External' professionals, health promotion materials and other relevant resources can be used to support the delivery with the learner's context in relation to the profile of the learners and their situation (social, cultural and economic).

The unit offers the opportunity to draw on learner experience to explore issues and should provide real opportunities for learners to reflect on, plan for and actively engage in their own personal health development strategies.

Assessment Guidance

This unit assesses the learner's awareness of the need for a healthy lifestyle through a programme of personal exercise, balanced diet and the need for personal hygiene. It also enables the learner to consider sex education and contraception issues. This unit allows the learner to develop action-planning skills for short and long-term goals.

The assessment is made up of three tasks. One of these tasks is cross-referenced with the unit – Sex and Relationships Education.

This unit aims to assess the learner's:

- Understanding of the main aspects of personal fitness, body functions and activities relating to personal fitness.
- Knowledge of the role of exercise in relation to weight, age and health.
- Understanding of the role of balanced diet in promoting good health.
- Knowledge of the reasons for the need for good personal hygiene.
- Knowledge of a range of sexually transmitted diseases.
- Understanding of a range of issues relating to contraception and sexual health.
- Ability to plan for a healthy lifestyle.

Using the tasks

The tasks provided should be used to assess the unit. Tutors can change the specific contextual details in these tasks to make them more appropriate to the learner's own experiences if necessary.

These tasks provide standard assessments for the unit. NOCN advises that alternative tasks are only used where tutors feel the published standard tasks are not appropriate to the learners experience or cultural context or where a learner has been unsuccessful and wishes to undertake a further assessment. In these circumstances, the tutor must ensure that the task is mapped against the standard assessment task and this is approved by the external moderator.

The tutor should ensure that:

- The learner understands the task
- The learner has sufficient time to prepare for the task
- The learner completes all three tasks.

Assessment Evidence

- Exercise Plan
- Log Book
- Menus
- Completed Worksheet – tutor marked
- Completed Action Plan
- Reference List

UNIT TITLE: Healthy Living H/101/3687

Assessment Tasks

Instructions to Tutor

Examples of exercise plans, diets and menus should be provided to the learners to facilitate the design of their individual plans.

Task One – Exercise Plan

This task assesses your understanding of healthy living and requires you to complete the following three pieces of evidence:

1. A plan of exercise for you to follow over a specified period. Before you can do this you will need to assess the need for personal fitness and the different types of activities that you could undertake to improve your own fitness. The type of activities you can include in your plan will depend on the facilities available and also on your age, general health and weight when you start. Within the plan you should also explain the need for personal hygiene and good grooming.
2. Menus for nutritionally balanced meals. To do this you will need to investigate which foods are good for you and how to incorporate them into a healthy diet.
3. A Log Book over the specified period, in which you will record your activities, diet and an ongoing self-assessment of the successes/problems you have following the Exercise Plan.

All of the assessment evidence can be word-processed or handwritten and it should be legible, with reasonably accurate spelling, punctuation and grammar.

Instructions to Tutor

The question and answer worksheet for this unit forms a part of the worksheet for the Sex & Relationships Education Unit (Task Two). If this unit is provided as a 'stand alone' unit a worksheet should include questions on:

- Different types of contraception
- Types of Sexually Transmitted Infection

Task Two – Question and Answer Worksheet*

This task asks you to answer a number of questions on a worksheet. You will complete the appropriate section of the worksheet after you have completed the learning. It should be completed in clear and legible handwriting with reasonably accurate spelling and punctuation.

***This task is cross-referenced with the 'Sex & Relationships Education' Unit.**

Instructions to Tutor

Examples of action plans should be provided. These should show examples of how to address sensible and achievable short and long-term goals and address possible problems and solutions. Learners should include information about appropriate agencies where they can access information/help/advice. On-going help and advice will be needed to enable the learner to set realistic and achievable short and long-term targets/goals. Tutors should also guide the learner to the appropriate agencies for information and encourage them to research these.

Task Three – Action Plan

This task is about devising an Individual Action Plan for a healthy lifestyle and assesses your understanding of the unit as a whole. You will base your Action Plan on the conclusions you came to after following your Exercise Plan and recording your progress. You should do some initial research into where you can access information or help to follow the Action Plan. The Action Plan should include:

- Realistic, short-term goals, which are achievable. You will need to take into account your own particular circumstances now, for example, facilities available and set a time limit for these to be achieved by.
- Realistic, long-term goals, which are achievable. You will again need to consider the facilities available and put some timescales for their achievement.
- A reference list of agencies where you can access information/help/advice.

The Action Plan can be word-processed or handwritten and it should be legible with accurate spelling, punctuation and grammar.

UNIT TITLE: Healthy Living H/101/3687

Achievement Criteria

Learner Name:	
Centre No:	Centre Name:
Task One:	Exercise Plan

The learner has achieved the task when she/he:	Tutor Comments	Learner Achieved	Tutor Signature	Moderator Signature	Date
Completes an Exercise Plan that:					
<ul style="list-style-type: none"> Explains the term “personal fitness” and the need for personal hygiene/good grooming. 					
<ul style="list-style-type: none"> Explains the advantages/disadvantages of five different types of activity to develop personal fitness. 					
<ul style="list-style-type: none"> Includes a plan of exercises/activities for a specified time period appropriate to the age, weight and health of the learner. 					
<ul style="list-style-type: none"> Produces three menus for nutritionally balanced meals, giving reasons for the choice. 					
Completes a Log Book during the specified period which:					
<ul style="list-style-type: none"> Records the fitness activities 					
<ul style="list-style-type: none"> Records the diet 					
<ul style="list-style-type: none"> Reflects on the need for personal hygiene 					
<ul style="list-style-type: none"> Has ongoing self-assessment of successes/problems encountered 					

(The evidence can be either word-processed or handwritten and should be legible, with reasonably accurate spelling, punctuation and grammar).

UNIT TITLE: Healthy Living H/101/3687

Achievement Criteria

Learner Name:	
Centre No:	Centre Name:
Task Two: Question and Answer Worksheet	

The learner has achieved the task when she/he:	Tutor Comments	Learner Achieved	Tutor Signature	Moderator Signature	Date
Correctly completes the appropriate section of the worksheet (80% answers correct).					
Correctly names five different types of contraception and accurately explains which ones protect against Sexually Transmitted Infections.					

UNIT TITLE: **Healthy Living** **H/101/3687**

Achievement Criteria

Learner Name:	
Centre No:	Centre Name:
Task Three:	Action Plan

The learner has achieved the task when she/he:	Tutor Comments	Learner Achieved	Tutor Signature	Moderator Signature	Date
Completes an Action Plan. The plan should be word-processed or handwritten with reasonably accurate spelling, punctuation and grammar and include:					
• An assessment of their initial health/fitness.					
• An evaluation of what s/he wants to achieve.					
• A reference list of at least three appropriate agencies for information/help/advice.					
• Two short-term goals with a specified time limit for achievement.					
• Two long-term goals with timescales.					

5. How will the qualification be assessed?

The qualification is awarded to learners who meet the full requirements for unit achievement plus successful completion of the External Assessment. Units of the qualification are achieved through internally set tasks that are internally marked and externally moderated.

The assessment methods for units within this qualification are indicated below.

Unit Title	Assessment
Family Relationships	Internally set
Parentcraft	Internally set
Sex and Relationships Education	Internally set
Healthy Living	Internally set

Devising Tasks for Internally Assessed Units

Individual unit achievement is assessed through internally set and marked tasks. Centres are advised to use the standard assessments provided in this guide, which will be internally marked.

Unit assessment may comprise a single task or a series of tasks to ensure all the learning outcomes within a unit are covered. Tasks may assess outcomes from more than one unit.

Where centres develop alternative tasks these are to be benchmarked against the published assessments in this guide. The standard assessments in this guide should be scrutinised by assessors prior to devising their own assessment tasks. Centre devised tasks must be submitted to the external moderator for approval prior to use by learners.

A variety of approaches to tasks is desirable, for example, written work, short answer questions, presentation, practical work.

Completing Tasks

Assessors are responsible for assessing learners when they feel that students are ready to complete tasks successfully. This applies to both internally and externally set tasks. Tasks are devised for assessment and not teaching. It is essential for assessors to ensure that each learner's work is authentic, i.e. that it is genuinely their own work.

Tasks for different units may be completed in any order, although centres will be expected to administer the tasks in a logical sequence.

Marking Tasks

Each task must be assessed against the achievement criteria identified for the task 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. Units are either achieved or not achieved.

Recording Achievement

To record a learner's performance in each unit it is expected that the task assessment sheet will be completed for each learner's assessed work. The task assessment sheet should record the learner's performance against the achievement criteria for the tasks.

Assessments will be internally and externally moderated. The external moderator will report on the adequacy of assessment tasks in relation to the standard assessment, where tutors have designed assessment tasks.

Assessment Evidence - Units

The evidence for unit assessment may be presented within a portfolio for the purpose of external moderation. The portfolio may include a range of appropriate items of assessment evidence, such as:

- Tutor assessment of discussions/observations.
- Task based assessments.
- Written exercises.
- Tutor records.
- Audio/video recordings.

Specific evidence requirements are stated for the standard assessment tasks for each unit.

External Assessment

Following completion of the four units within the qualification, the learner is required to produce a piece of writing not more than 500 words (or equivalent). The task is based on knowledge and understanding gained from all four units.

It will require:

- Application of knowledge and understanding gained from the units.
- Ability to demonstrate sensitivity to the issue presented.
- Ability to explain a problem and suggest appropriate solutions.
- Ability to present ideas clearly and logically.

Further details are given in the External Assessment Pack for the qualification.

Assessment Summary

To achieve the qualification the learner must achieve all the assessment components for the units. No compensation across units is allowed.

6. Offering the qualification

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

This qualification, or units from this qualification, are embedded in the NOCN Social and Life Skills National Programme. Details of this national programme are available from your local OCN. The normal OCN processes for approval will apply. All procedures for the use of this qualification or units of this qualification, including approval, registration of learners, moderation, externally set assessment and certification will be completed through your local 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 local OCN office.

Approval to Offer NOCN Qualifications or Units of NOCN Qualifications

If your centre wishes to use this qualification, or units of this qualification, these are the six steps you should follow:

1. Contact your local OCN office for information and support.
2. Complete the process for offering the qualification or units from the qualification (Centre Approval).
3. Complete NQ1 and submit to your local OCN as advised by the OCN officer. (See NOCN Administration Handbook for Centres).
4. Local OCN approval process completed.
5. Your OCN will send you the following documentation by recorded post or hand delivery:
 - Confirmation of approval on authorised NQ1, which will confirm your centre number.
 - This qualification guide.
 - The External Assessment Pack (when running full qualifications only).
 - The NOCN Administration Handbook for Centres.
6. If you are offering a full NOCN qualification you should return a completed NQ2 on receipt of the External Assessment Pack to your local OCN.

Supporting Information for Centres on Approval to offer the NOCN Qualification or units of a qualification

1. You should always seek the assistance of the local OCN, who will advise on the use of NOCN Qualifications and units of NOCN 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 a qualification and/or units of qualifications will be allocated a unique NOCN Centre Number.
4. Each Centre should identify a Centre Officer who will be responsible for the qualification and/or units of the qualification within the Centre. Where Centres are offering more than one qualification the Centre Officer may be the same person. It is acceptable for Centres to identify different Centre Officers for different qualification titles.
5. The Centre Officer must ensure completion and submission of an **NQ1** for the qualification/units of the qualification.
6. The Centre Officer is the person responsible for confirming and ensuring that the Centre meets all the requirements identified on the NQ1.

7. Confirmation of OCN approval to offer the qualification/units of the qualification will be returned to the Centre Officer on an authorised copy of the NQ1. This should be retained by the Centre.
8. On approval, the OCN will send (by Recorded Post or hand delivery) a definitive copy of documentation required to deliver the qualification/units of the qualification to the Centre Officer. The documentation should include:
 - Qualification Guide
 - Administration Handbook
 - External Assessment Pack (full qualifications only)
9. The Centre Officer is responsible for ensuring this documentation is distributed as required within the Centre and that the security requirements for the External Assessment Pack are adhered to.
10. On receipt of the documentation the Centre Officer should complete and return the NQ2 within 5 working days of receipt (full qualifications only).

7. How is the qualification quality assured?

General Information

All providers 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 local OCN will provide guidance and give support in enabling you to deliver the qualification.

The OCN standard quality assurance arrangements and requirements will apply and include the following:

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

Internal moderation – carried out by the centre delivering the qualification or units of the qualification.

The assessment process is subject to internal moderation in order to monitor the decisions of assessors. This means that the work of assessors is monitored through internal moderation to ensure that assessment judgements conform to agreed standards.

Internal moderation is critical to the success of this qualification, including the maintenance of national standards. Internal moderation will need to be consistent with the assessment methodology of both the internal and external assessment requirements. NOCN recommends that the centre's internal moderator should hold the NOCN Internal Moderators Award or be working towards achieving it.

Key responsibilities of the internal moderator:

- Sampling assessment
- Verifying assessment
- Supporting and providing feedback to assessors
- Identifying good practice
- Liaising with NOCN external moderators
- Identifying training and development requirements

Guidelines for internal moderation sampling:

- The overall sample should be equal to the square root of the number of learners or a minimum of five.
- All methods of assessment must be sampled
- The overall assessment sample should be drawn from across all tutors/assessors responsible for delivering the qualification.
- Assessment samples must cover all units of the qualification, including the externally set assessments.

External Moderation – carried out by a moderator appointed by NOCN through the local OCN

External moderators will be appointed by NOCN through its licensed OCNs and will be fully conversant with the subject area and the assessment requirements for the qualification.

Each centre will be subject to external moderation. The role of the external moderator includes the following:

- Ensuring that internal moderators are undertaking duties satisfactorily.
- Monitoring internal quality assurance and the sampling of assessment activities, tasks, methods and recording.
- Acting as a source of advice and support.
- Promoting best practice.

Key responsibilities of the external moderator:

- Ensuring compliance with the qualification specification and assessment requirements.
- Ensuring approved centre and programme approval details are followed.
- Assessing the quality of the learner experience.
- Contributing to standardisation activity.
- Reporting to NOCN on the outcomes of external moderation in relation to the maintenance of standards.
- Verifying achievement for unit and qualification certification.

Standardisation

NOCN will undertake a process of standardisation annually. Units from the qualification will be selected for standardisation and OCNs will collect assessment materials from Centres each year. OCNs will notify Centres on an annual basis of the required sample and materials for standardisation purposes. **Each Centre offering the specified units is required 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.

8. Accreditation of Prior Learning (APL)

Accreditation of Prior Learning (APL) for Learners who have completed units of the following Qualifications in the period September 2001 – December 2002

The units within the above qualification have formed part of the OLSU National Programme Social and Life Skills since September 2001. Learners who have achieved the units which form part of the qualification will have been assessed to the standard required for the achievement of the qualification units. The following guidelines must be followed if learners are to meet the formal requirements for the qualification specification prior to undertaking external assessment. The following process does not apply to learners registered after January 2003.

1. A list of OLSU Social and Life Skills Unit Titles and Unit Codes will be produced which match the specified qualification units.
2. Learners must have completed the relevant units between the period September 2001 and December 2002.
3. Learners must have had the achievement on the specific units verified by the external moderator.
4. Learners must have been certificated for the units of the national programme, which match exactly the relevant units within the qualification.
5. Audit trails of all due moderation processes, internal and external, must be available.
6. Evidence of authorised achievement is also available for audit.
7. Learners wishing to claim the relevant units of the qualification, based on their prior achievement must be listed on a 'class' list along with the details of the unit achievements. All such lists must be accompanied with both a copy of the original credit and awards (signed and authorised Recommendation for Award of Credits), and a copy of the learner's unit certificate or a printout of the learner's achievement from the OCN. The latter must be signed by an OCN Officer.
8. The external moderator will scrutinise the evidence for prior achievement and verify that the learner's prior achievements match the evidence required for the award of the unit of the qualification. The external moderator must confirm that the units achieved are the relevant units for the qualification.
9. Units of the qualification will be issued to learners who have been authorised by the moderator as meeting the agreed requirements – no charge will apply.
10. The learner must achieve the external assessment for the qualification in order to meet the requirements for the award of the qualification – the external assessment charge will apply to this.

11. For learners who have achieved the qualification units through this route, a brief session must be held for learners wishing to undertake the external assessment.
12. The learners will be given the external assessment at this briefing session.
13. The regulations and specification must be followed and learners must submit the external assessment within the agreed timescale.
14. The administration regulations and assessment regulations are in the External Assessment Pack for the Qualification and the NOCN Administration Handbook.

Mapping Key Skills – Unit Title: Family Relationships

Level: Two

Learning Outcome	Communication	Application of Number	IT	Suggested Activity
1. Recognise the changing nature of families over time within society.	C2.1a/C2.1b			<i>Group discussion will be crucial to the learning process and that evidence and tracking of that group discussion may produce a wide range of evidence for the Communication Key Skills C1.1. It is suggested that consequently there is careful tracking of all discussion undertaken and the relative contributions that learners make.</i>
2. Appreciate the different roles within families.	C2.1a/C2.1b			<i>As above.</i>
3. Understand some of the causes and effects of problems in family life.	C2.1a/C2.1b			<i>As above.</i>
4. Understand their personal responsibilities within the family to family members.	C2.1a/C2.1b			<i>Learners who choose to give an individual talk or presentation will be able to evidence C2.1b. They may use images/photos to describe their family.</i>
5. Recognise that family members have changing needs.	C2.1a/C2.1b			
6. Develop strategies for future direction and personal development as a member of the family unit.	C2.1a/C2.1b			

Wider Key Skills

This unit offers the opportunity for the development of Wider Key Skills including:

Improving Own Learning and Performance (LP2.1) – Learning Outcome 6

Problem Solving (PS2.1, 2.2) – Learning Outcome 3, 4, 5

Mapping Key Skills – Unit Title: Parentcraft

Level: Two

Learning Outcome	Communication	Application of Number	IT	Suggested Activity
Have an awareness of the responsibilities of being a parent.				
Understand the rights and needs of different family members.	C2.2			<i>Read a range of materials that relate to the rights of children and be able to summarise the information accurately.</i>
Recognise the importance of being honest with children and others in the family.	C2.1a			<i>Contribute openly to group discussions demonstrating an awareness of the importance of honesty.</i>
Understand the importance of listening to children and giving them choices.				
Be aware of some of the techniques that can be used to cope with a child's behaviour. Be aware of the major stages of child development from 0-16 years.		N2.1/N2.2	IT2.3	<i>Look at child development charts, look at growth graphs. Interpret the information accurately. Produce a chart which demonstrates child development.</i>
Understand how children learn through daily activities.	C2.2	N2.1 N2.2 N2.3	IT2.3	<i>Develop a range of activities for children based upon research. Produce charts and records of daily activities such as timetables. Undertake a range of reading about child development.</i>
Be aware of how positive parenting builds self-esteem in children.	C2.3		IT2.1 IT2.2	<i>Produce an action plan that identifies areas for development as a parent and explains why they are important.</i>

Wider Key Skills

This unit offers the opportunity for the development of Wider Key Skills including:

Working with Others (WO2.1) – Learning Outcome 3

Mapping Key Skills – Unit Title: Sex and Relationships Education

Level: Two

Learning Outcome	Communication	Application of Number	IT	Suggested Activity
1. Understand the range of relationships, sexuality and family lifestyles.	C2.1a			<i>Individual and group discussion around relationships and sexuality. Evaluation of key points.</i>
2. Understand the qualities and attributes which help individuals form positive relationships.	C2.1a			<i>Discussion about the qualities, which help people form positive relationships. Record discussion.</i>
3. Understand that individuals have rights and responsibilities within a relationship.	C2.2		IT2.1 IT2.2	Research different rights and responsibilities from a range of sources. Accurately record key information in appropriate format.
4. Be aware of the law in relation to sex and sexuality.	C2.2		IT2.1	<i>Research key elements of law. Record key points accurately and in an appropriate format.</i>
5. Understand how the body works in relation to sexual activity.	C2.3		IT2.2	<i>Develop and label diagrams.</i>
6. Understand the range and purpose of male and female contraceptive methods and knowledge of Sexually Transmitted Infections.			IT2.2	<i>Interpret charts about contraception. Produce own chart or evidence of research that records different types of contraception/sexual ill-health.</i>
7. Identify the agencies able to give help, advice and treatment on contraceptive and sexual health.	C2.2			<i>Read about the resources available and record what they are and what they do.</i>
8. Communicate about sex, sexuality and relationships effectively both individually and in small groups.	C2.1a			<i>Contribute effectively to a group discussion and record key points made giving some self-assessment.</i>

Wider Key Skills

This unit offers the opportunity for the development of Wider Key Skills including:

Working with Others (WO2.1, 2.2, 2.3) – Learning Outcomes 1, 2, 8

Mapping Key Skills – Unit Title: Healthy Living

Level: Two

Learning Outcome	Communication	Application of Number	IT	Suggested Activity
Understand why personal fitness is important.	C2.1a C2.1b			<i>Group discussion and review of the issues. Individual presentation and self-assessment.</i>
Recognise the role that exercise plays in a healthy lifestyle.	C2.1a	N2.1 N2.2		<i>Group discussion around different types of exercise. Looking at and interpreting a range of exercise/weight charts/activities.</i>
Understand the role of a balanced diet in promoting good health.	C2.1a C2.3	N2.1 N2.2		<i>Discussion and record of how diet affects health. Calculate personal height/weight/age and produce chart or graph with recommendations.</i>
Understand the importance of personal hygiene and good grooming.	C2.2 C2.3			<i>Read and present a range of information about personal hygiene. Research and report on the products available.</i>
Understand and consider the basic issues of sex education and contraception.	C2.1a/C2.1b C2.2			<i>Discuss and record discussion. Investigate and record information available. Give a personal presentation to include a self-assessment.</i>
Take responsibility for their health and lifestyle through action planning for their future.	C2.3		IT2.1 IT2.2	<i>Produce an action plan using information from a number of sources and present using images, graphs and/or diagrams.</i>

Wider Key Skills

This unit offers the opportunity for the development of Wider Key Skills including:

Improving Own Learning and Performance (LP2.1, 2.2, 2.3) – Learning Outcome 6

NOCN Level 2 Award in Parenting and Lifestyles

Accreditation start date: 01/05/2002

Accreditation end date: 30/04/2007

Certification end date: 30/04/2009

Cost of the qualification: £35.50 per learner

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