

Qualification Guide



NOCN Level 2 Award in Work Place Learning Champions (QCF)

National Accreditation No. 500/6770/9

NOCN Level 3 Award in Work Place Learning Champions (QCF)

National Accreditation No. 500/6767/9

Version 2 March 2010



The **Diversity** of Learning



NOCN Level 2 Award in Work Place Learning Champions NOCN Level 3 Award in Work Place Learning Champions

National Open College Network

National Open College Network (NOCN) is a leading credit-based Awarding Organisation in the UK, offering high quality, flexible, credit-based qualifications and is recognised by the Qualifications Regulators in England, Wales, Northern Ireland and Scotland.

We are a not for profit organisation and invest our resources into the development of existing products and services and new qualifications. We are proud to be a registered charity and will continue to promote our charitable objectives working with the Open College Network.

There are more than 2500 centres nationally offering NOCN qualifications and/or OCN validated provision. We currently have almost 100 qualifications on both the National Qualification Framework (NQF) and the Qualifications and Credit Framework (QCF). They are made up of more than 1,000 units from a wide range of areas, including modern languages, TUC, creative arts and design, foundations for learning and life, preparation for work including employability and Offender Learning. We offer different types of qualifications from Entry Level to Level 4 and skills for life such as Functional Skills.

NOCN qualifications and OCN validated provision, are delivered through schools, further education and sixth form colleges, higher education institutions, trade unions, employers, local education authorities and training organisations, adult and community education centres, and voluntary and community organisations. There are ten OCNs, nine regions in England and one in Northern Ireland. We work in collaboration with Agored Cymru, the Awarding Organisation for Wales. All OCNs support the delivery of NOCN qualifications, through recognised centres.

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1. About the qualifications

The NOCN Level 2 and Level 3 Award in Work Place Learning Champions qualifications have been designed to enable employers to support the development of one or more of their employees as a Workplace Learning Champion in order to boost the culture of learning within the organisation. The Work Place Learning Champion(s) will influence the future role of development and training within the workplace.

Successful learners will be able to:

- understand the importance of lifelong learning;
- explore the training and development needs of the organisation at any level;
- develop or find solutions to those needs;
- assess the success of any training and development activities the organisation offers.

The qualifications have been developed with North Hertfordshire College and have the support of Small Firms Enterprise Development Initiative (SFEDI).

Guided Learning Hours

The total recommended guided learning hours for the qualifications are as follows:

NOCN Level 2 Award in Work Place Learning Champions	24 hours
NOCN Level 3 Award in Work Place Learning Champions	21 hours

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, other learners, particularly those with literacy requirements will take much longer.

Adult Literacy and Adult Numeracy and Key Skills

The unit within the NOCN Level 2 Award in Work Place Learning Champions qualification has been mapped to Adult Literacy Core Curriculum 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.

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How the Qualifications Relate to Wider Education and Training Issues

Unit Title	Social, Cultural & Ethical issues	Health & Safety	Equal Opportunities	Environmental Issues	European Awareness/Legislation
Work Place Learning Champions		✓	✓		✓

Relationship with National Occupational Standards

The NOCN Level 2 and Level 3 Award in Work Place Learning Champions are related to the National Occupational Standards (NOS) developed by ENTO, Lifelong Learning UK (LLUK) and Small Firms Enterprise Development Initiative (SFEDI). They provide a significant amount of knowledge, understanding and skills development that underpins occupational competence in training and development within businesses.

Relevant units within the qualifications have been carefully mapped to the relevant standards against each learning outcome.

Language Requirements

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

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2. Who the qualifications are for

The NOCN Level 2 and Level 3 Award in Work Place Learning Champions qualifications are aimed at employees of small and medium sized enterprises (SMEs).

The minimum age for access to the qualifications is 19+ as students will be expected to have the maturity and experience to make a difference in the workplace.

The qualifications are particularly suitable for experienced staff, often managers or senior managers with the skills and experience to initiate and implement positive training and development opportunities in the work place.

Restrictions on Learner Entry

Learners should be employed or working in a voluntary capacity in order to undertake these qualifications as they will be required to assess the organisation and employees training needs.

Recommended Prior Learning

No specific requirements.

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Learners will need to study at the levels indicated below to achieve the respective qualifications¹.

Level	Summary	Knowledge and understanding	Application and action	Autonomy and accountability
Level 2	Achievement at level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.	<p>Use understanding of facts, procedures and ideas to complete well-defined tasks and address straightforward problems.</p> <p>Interpret relevant information and ideas.</p> <p>Be aware of the types of information that are relevant to the area of study or work.</p>	<p>Complete well-defined, generally routine tasks and address straightforward problems.</p> <p>Select and use relevant skills and procedures.</p> <p>Identify, gather and use relevant information to inform actions.</p> <p>Identify how effective actions have been.</p>	<p>Take responsibility for completing tasks and procedures.</p> <p>Exercise autonomy and judgement subject to overall direction or guidance.</p>

¹ Extracted from *QCF Level Descriptors document on QCDA website October 2008.*

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Level	Summary	Knowledge and understanding	Application and action	Autonomy and accountability
Level 3	Achievement at level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well-defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.	<p>Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well-defined, may be complex and non-routine.</p> <p>Interpret and evaluate relevant information and ideas.</p> <p>Be aware of the nature of the area of study or work.</p> <p>Have awareness of different perspectives or approaches within the area of study or work.</p>	<p>Address problems that, while well defined, may be complex and non-routine.</p> <p>Identify, select and use appropriate skills, methods and procedures.</p> <p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and actions have been.</p>	<p>Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility for supervising or guiding others.</p> <p>Exercise autonomy and judgement within limited parameters.</p>

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Progression Opportunities

The NOCN Level 2 and Level 3 Award in Work Place Learning Champions qualifications enable progression to further learning opportunities within employment, or further study.

These qualifications provide an individual with the skills to identify and investigate future training/educational needs for self and others within the workplace. Learners will identify skills deficits and training needs within own organisation, develop learning plans and assess the benefits of training undertaken.

The NOCN Level 2 and Level 3 Award in Work Place Learning Champions relate academically to A-level subject (for Level 3) or GCSE subject (for Level 2), so learners will be able to progress to:

- NOCN Level 3 Award for Work Place Learning Champions
- Level 4 NVQ in Learning and Development
- Level 3 CIPD qualifications.

Learners with Particular Requirements

Assessment within the NOCN Level 2 and Level 3 Award in Work Place Learning Champions 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 'Reasonable Adjustment and Special Considerations Policy' which can be found in the [NOCN Centre Handbook](#) on NOCN website within the Learning Providers section under NOCN 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.

The NOCN Centre Recognition process requires policy statements on Equal Opportunities and Diversity and Disability Discrimination. These policy statements are then checked and confirmed through the Quality Review and Risk Assessment processes.

3. Achieving the qualifications

Rules of Combination

NOCN Level 2 Award in Work Place Learning Champions

To achieve the qualification, the learner must successfully complete 3 credits from the mandatory unit.

NOCN Level 3 Award in Work Place Learning Champions

To achieve the qualification, the learner must successfully complete 3 credits from the mandatory unit.

Achievement Methodology

The qualifications are 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 qualifications.

In summary:

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

For example, the NOCN Qualifications for Progression use this achievement method.

4. The qualification units

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

NOCN Level 2 Award in Work Place Learning Champions

NOCN Unit Code	QCA Accredited Number	Unit Title	Mandatory or Optional	NOCN 10 Hour Credit Value	Level	OPUS ID
GB8/2/QQ/004	M/600/2372	Work Place Learning Champions	Mandatory	3	2	CAH453

NOCN Level 3 Award in Work Place Learning Champions

NOCN Unit Code	QCA Accredited Number	Unit Title	Mandatory or Optional	NOCN 10 Hour Credit Value	Level	OPUS ID
GB8/3/QQ/002	T/600/2373	Work Place Learning Champions	Mandatory	3	3	CAH454

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

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An explanation of the kind of activity, assessment and evidence expected at the appropriate level is given below:

Oral Question and Answer

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

The learning may be assessed through:

- Responses by both tutor and individual learners.

Evidence could include:

- Tutor record/notes
- Learner notes or log
- Audio / video record

	Activity	Assessment	Evidence
Level 2	Open and closed questions should be included, covering a number of topics. Learners should be encouraged to expand on their answers.	Assessment by tutor, with a degree of self-assessment.	Evidence could be; tutor records, learner log or audio / video record.
Level 3	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.

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Written Question and Answer / Test / Exam

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

The learning may be assessed through:

- Responses by individual learners.
- May make use of on-line assessment.

Evidence could include:

- Written questions
- Learner responses
- Tutor feedback

	Activity	Assessment	Evidence
Level 2	Open and closed questions should be included, covering a number of areas. Learners should be encouraged to make use of / interpret knowledge rather than just testing recall. May be time limited.	Assessment by tutor or external marker (for exams / tests).	Evidence could be; written responses.
Level 3	Questions should cover a wide range of knowledge and contexts, and allow responses to unfamiliar and unpredictable problems. Learners should be encouraged to make use of / interpret knowledge rather than just testing recall. The process may be time limited.	Assessment by tutor or external marker (for exams / tests).	Evidence could be; written responses.

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Essay

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

The learning may be assessed by:

- Tutor against clear criteria.

Evidence could include:

- Essay
- Detailed tutor feedback

	Activity	Assessment	Evidence
Level 2	The essay subject should be familiar and the response should demonstrate the ability to interpret information, make comparisons and apply knowledge and demonstrate comprehension in a number of different areas. Learners should be given information on the expected structure of the essay and criteria for achievement. GL ² = 500 words.	Assessment by the tutor.	Evidence could be; the essay and tutor feedback.
Level 3	The essay subject should allow the learner to access and evaluate information independently, to analyse information and to make reasoned judgements and demonstrate comprehension of relevant theories. Learners should be given information on possible structures for an essay and for the criteria for achievement. GL = 1000 words.	Assessment by the tutor.	Evidence could be; the essay and tutor feedback.

² GL – Guided Length

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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.

	Activity	Assessment	Evidence
Level 2	Report could be presented orally or in written format. Oral presentation should be to a familiar audience. Information should be from a range of sources and activities, should be from familiar or unfamiliar but predictable contexts. Learners should be clear on possible structures for the report and the criteria for achievement. GL = 4 minutes for oral / 500 words for written. Learners should be given guidance on planning and presentation.	Assessment by tutor and / or peers for oral presentation.	Evidence could be; written report with tutor feedback or learner plan for oral presentation with peer and / or tutor feedback.
Level 3	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.

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Project

A specific task involving private study and research for individuals or groups. Normally involves selection of a topic, planning, finding information and presenting results orally or in writing.

The learning may be assessed by:

- Tutor, learner or peers, during and at the end of process through discussion and observation.

Evidence could include:

- Notes, plans, record of project process.
- Tutor record.
- Peer records.
- Learner log.
- Audio / video / photographic record.

	Activity	Assessment	Evidence
Level 2	Task should be selected with tutor guidance to allow the demonstration of knowledge and understanding in a range of areas and contexts, and the interpretation of information. The project should be completed within an agreed timescale.	Assessment through tutor / learner discussion during and at the end of the process, and through self-assessment.	Evidence could be; tutor record, learner notes, plans, reports, learner log or audio / video / photographic record.
Level 3	Task should be selected with tutor guidance to allow the demonstration of knowledge and skills in a range of areas and contexts, and to show the use of reasoned judgements. The project should be planned and completed within an agreed timescale.	Assessment through tutor / learner discussion and self-assessment.	Evidence could be; tutor record, learner notes, plans, reports, learner log or audio / video / photographic record.

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Written Description

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

The learning may be assessed by:

- Tutor.
- One to one tutorial.
- Discussion.

Evidence could include:

- Tutor record of observation.
- Learner notes.
- Tutorial notes.
- Completed report.
- Charts.
- Plans.

	Activity	Assessment	Evidence
Level 2	Subjects should allow the application of knowledge in a number of areas and contexts. Written work should be directed but should allow for a degree of autonomy. GL = 500 words.	Assessment through self-assessment and tutor assessment.	Evidence could be; tutor record, learner record, summary of discussion and feedback or completed work.
Level 3	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.

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Group Discussion

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

The learning may be assessed by:

- Tutor.
- Peer observation.
- One to one tutorial.
- Discussion.
- Self-assessment.

Evidence could include:

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

	Activity	Assessment	Evidence
Level 2	Discussions should allow for consideration of several topics covering a number of contexts. The discussion should be directed, but allow for a degree of learner autonomy.	Assessment through tutor, peer observation, one-to one tutorial discussion and self-assessment.	Evidence could include; tutor record observation, learner notes, tutor lesson plan, tutorial notes, audio / video record and learner log.
Level 3	Discussion should allow for consideration of a range of complex topics 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 observation, learner notes, tutor lesson plan, tutorial notes, audio / video record and learner log.

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Practice File

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

The learning may be assessed through:

- Discussion with the tutor.

Evidence could include:

- Form mapping to learning outcomes, plus explanation if necessary and the documents, for example, minutes, reports, brochures, plans, witness statements, letters or e-mails.

	Activity	Assessment	Evidence
Level 2	Practice evidence should be chosen from a number of possible contexts to demonstrate application of a range of skills and / or knowledge. Learners should receive guidance on the type of document which could be appropriate, for example, a list, and advice on how to ensure the documents evidence specific learning outcomes, for example, highlighting sections, notes and on how the file should be presented.	Assessment through discussion with the tutor.	Evidence could include; structured file with tutor feedback.
Level 3	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.

5. How the qualifications are assessed

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

- Assessments are internally set at the Centre by assessors, against the requirements detailed in the assessment criteria of the unit
- The learners are assessed internally at the Centre, using the assessments set
- The resulting portfolios of assessed evidence are internally verified by an internal verifier at the Centre
- The portfolios of assessed evidence are externally verified by an external verifier appointed by the OCN.

5.1 Unit Assessment

Achievement of units is through internally set, internally marked, internally verified and externally verified tasks, as detailed above. Centres devise assessment activities to meet the specified assessment criteria detailed in each unit, guided by the Assessment Information Grid which accompanies each unit and the [NOCN Assessment Definitions Document](#). The activity or activities set must enable the learners to meet the standards detailed in the assessment criteria. Centre devised assessments should be scrutinised by the Internal Verifier before use to ensure that they are fit for purpose. Centre devised assessments will be scrutinised by the external verifier to ensure reliability and validity of assessment.

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

5.4 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 are required to provide samples of assessment tasks for regional and national standardisation activity.

6. Offering the qualifications

Centres wishing to offer the qualifications or units of the qualifications 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.

Your OCN will advise you on the best and most efficient methods for offering these qualifications to learners. All procedures for the use of these qualifications or units of these qualifications, including approval, registration of learners, verification, externally set assessment (where appropriate) 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. If Centres approved to offer NOCN credit and qualifications have obtained a UKPRN (UK Provider Reference Number) from the UKRLP (UK Register of Learning Providers) this will be used as the Centre Reference number. If a Centre has not obtained a UKPRN they will be issued with a unique NOCN Centre Number. Information about obtaining a UKPRN can be found within the [Centre Handbook](#).
5. Information about obtaining a Unique Learner Number (ULN) on behalf of the Centre's Learners can be found on the NOCN website at [ULN page](#).
6. Each Centre should identify a Centre Contact who will be responsible for NOCN credit and qualifications within the Centre.
7. The Centre Contact must ensure all procedures relating to the delivery of the qualification operate effectively in the Centre.
8. The Centre Contact is the person responsible for confirming and ensuring that the Centre meets all the NOCN requirements for Centre Recognition.
9. 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.

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Full details of all NOCN requirements are provided in the [Centre Handbook](#) on the NOCN website at www.nocn.org.uk.

7. Quality assurance and national standardisation

7.1 General Information

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

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

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 by your OCN.

7.2 Standardisation

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

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

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

OCNs will notify Centres of the required sample for National Standardisation purposes. Assessment materials, learners' evidence and tutor feedback will be collected by Quality Reviewers on behalf of their regional OCN.

Outcomes from National Standardisation will be available to Centres through their OCN.

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Accreditation start date: 01/08/2009
Accreditation end date: 31/07/2014
Certification end date: 31/07/2016

NOCN Level 3 Award in Work Place Learning Champions

Accreditation start date: 01/08/2009
Accreditation end date: 31/07/2014
Certification end date: 31/07/2017

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