

# Qualification Guide



## NOCN Level 2 Award in Introductory Work in the Outdoors (QCF)

National Accreditation No. 500/8429/X

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The **Diversity** of Learning

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## **National Open College Network**

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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 2,500 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 qualification**

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The NOCN Level 2 Award in Introductory Work in the Outdoors (QCF) aims to provide an enhanced induction into working in an outdoor centre, together with more specific training, for young people and adults aged 16 years and over entering employment in this area.

This qualification has been developed in collaboration with SkillsActive (the Sector Skills Council for the Active Leisure, Learning and Well-being Sector working with five sub-sectors, including the Outdoors), the British Activity Holiday Association (BAHA), the Institute for Outdoor Learning (IOL) and other employers in the outdoors/adventurous activities field.

This qualification comprises mandatory and optional units, which in combination provide a flexible framework for training based upon the learners' own employment roles within an outdoor centre. It will enable learners to have a general introduction to working in an outdoor centre, plus training for different employment roles, for example, organising outdoor and other activities, customer care, health and safety, hospitality and pastoral care. It provides links with wider transferable, generic employability and Functional Skills. It offers opportunities for progression to further training, study or employment within the outdoor activity or related industries.

The units in this qualification, which are specific to the outdoor education industry, are mapped to the National Occupational Standards (NOS) for Activity Leadership at Level 2 developed by SkillsActive.

The benefits of the NOCN Level 2 Award in Introductory Work in the Outdoors (QCF) for learners include:

- a nationally recognised qualification;
- a qualification that demonstrates work-readiness to potential employers and a willingness to learn;
- assessment methods that suit varying learning aims and styles;
- an opportunity to work towards a qualification in small steps;
- progression onto other learning and qualifications on the qualifications framework.

The benefits of the NOCN Level 2 Award in Introductory Work in the Outdoors (QCF) for centres include:

- a qualification that is accredited by the regulatory authorities and nationally recognised;
- a qualification and/or individual units that may be eligible for funding in England, Wales and Northern Ireland;
- quality assurance and support from a regional Open College Network (OCN);
- progression routes into other qualification provision offered by the centre;
- flexibility in approaches to delivery and assessment that, in turn, facilitates innovative and learner-centred practice;
- a range of optional units that allow centres the flexibility to provide a course that meets the particular needs of their target learners.

## Guided Learning Hours

Guided Learning Hours are defined as the number of hours of teacher-supervised or directed study time required to teach a qualification or unit of a qualification.

**The minimum guided learning hours for the NOCN Level 2 Award in Introductory Work in the Outdoors (QCF) is 57 hours. This will vary depending upon the optional units selected by learners to achieve the qualification.**

Some learners will be able to achieve these units in a shorter time, other learners particularly those with additional support requirements may take longer.

## Key Skills<sup>1</sup>

Each unit within the qualification has been mapped to identify where opportunities exist for learners to achieve 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.

### Key Skills mapping

Unit	Communication	IT	Application of Number	Working with Others	Problem Solving	Improving Own Learning and Performance
General Induction for Outdoor Centre Staff	✓			✓		✓
Organising Participants at an Outdoor Centre	✓			✓	✓	✓
Essentials of Customer Care for Outdoor Centre Staff	✓			✓		✓
Organising an Activity Session at an Outdoor Centre	✓			✓	✓	✓
Responding to Health Emergencies for Outdoor Centre Staff	✓			✓		✓
Working in Hospitality and Support at an Outdoor Centre	✓		✓	✓	✓	✓

<sup>1</sup> Please note that Key Skills will only be valid up to 31<sup>st</sup> August 2010.

## Functional Skills

Functional Skills are the essential elements of English, mathematics and ICT that equip individuals to operate confidently, effectively and independently in life and at work. Although the qualification is not directly mapped to Functional Skills Criteria, it provides opportunities for the development of these skills.

## Mapping to Adult Literacy Standards

The NOCN Level 2 Award in Introductory Work in the Outdoors (QCF) may provide opportunities for learners to develop competence in the following elements and sub-sections of the Adult Literacy Standards at Level 1 or Level 2, as appropriate. The table below provides guidance, but is not exhaustive and additional opportunities may be available. For example, where assessment activities require written responses, then learners may have opportunities to develop Writing Skills (writing composition, grammar and punctuation, spelling and handwriting).

Centres should refer to the Department of Children, Schools and Families website [http://www.dcsf.gov.uk/curriculum\\_literacy/intro/ns/](http://www.dcsf.gov.uk/curriculum_literacy/intro/ns/) for the current Standards.

Unit		Elements	Sub-section
1	General Induction for Outdoor Centre Staff	Speaking and Listening	Listen and respond
			Speak to communicate
			Engage in discussion
		Reading	Reading comprehension
Grammar and punctuation			
Vocabulary, word recognition and phonics			
2	Organising Participants at an Outdoor Centre	Speaking and Listening	Listen and respond
			Speak to communicate
			Engage in discussion
		Writing	Spelling and punctuation
3	Essentials of Customer Care for Outdoor Centre Staff	Speaking and Listening	Listen and respond
			Speak to communicate
			Engage in discussion
		Reading	Reading comprehension
			Grammar and punctuation
			Vocabulary, word recognition and phonics
		Writing	Writing composition
			Grammar and punctuation
			Spelling and handwriting
4	Organising an Activity Session at an Outdoor Centre	Speaking and Listening	Listen and respond
			Speak to communicate
			Engage in discussion

Unit		Elements	Sub-section
5	Responding to Health Emergencies for Outdoor Centre Staff	Speaking and Listening	Listen and respond
			Speak to communicate
			Engage in discussion
6	Working in Hospitality and Support at an Outdoor Centre	Speaking and Listening	Listen and respond
			Speak to communicate
			Engage in discussion
		Reading	Reading comprehension
			Grammar and punctuation
Vocabulary, word recognition and phonics			

### Mapping to Adult Numeracy Standards

The NOCN Level 2 Award in Introductory Work in the Outdoors (QCF) may provide opportunities for learners to develop competence in the elements of the Adult Numeracy Standards at Level 1 or Level 2, as appropriate. The unit “Essentials of customer care for outdoor centre staff”, Assessment Criterion 1.4, requires understanding of customer service measurement which would enable numeracy skills to be developed.

Centres should refer to the Department of Children, Schools and Families website [http://www.dcsf.gov.uk/curriculum\\_literacy/intro/ns/](http://www.dcsf.gov.uk/curriculum_literacy/intro/ns/) for the current Standards.

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

The NOCN Level 2 Award in Introductory Work in the Outdoors (QCF) can provide opportunities for development which contributes to:

- an understanding of spiritual, moral, ethical, social and cultural issues;
- an awareness of environmental issues, and health and safety considerations;
- a knowledge of European developments, consistent with relevant international agreements.

The table overleaf details the main opportunities that this qualification provides, but this list is not exhaustive and other opportunities may be available.

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Unit	Social, Cultural & Ethical issues	Health & Safety	Equal Opportunities	Environmental Issues	European Awareness/ Legislation
1 General Induction for Outdoor Centre Staff	<p>Assessment Criterion 1.1 – the organisation’s ethos</p> <p>Assessment Criterion 2.1 – key points in the organisation’s code of conduct, including “at risk” protection procedures</p>	<p>Assessment Criterion 2.1 – key points in the organisation’s code of conduct, including “at risk” protection procedures</p> <p>Assessment Criterion 2.2-2.6 knowledge of HASWA, fire precautions and procedures, COSHH, and manual handling</p>	Assessment Criterion 3.1 – terms and conditions of employment	Assessment Criterion 2.5 – COSHH training	<p>Assessment Criterion 2.2, 2.4, 2.5, 2.6 - knowledge of HASWA, etc</p> <p>Assessment Criterion 3.1 – terms and conditions of employment</p>
2 Organising Participants at an Outdoor Centre	<p>Assessment Criterion 1.2 and 2.2 describing and dealing with participants’ cultural, dietary and emotional needs</p> <p>Assessment Criterion 3.5 and 4.4 – encouraging development of positive relationships</p>	<p>Assessment Criterion 3.1 - health and safety hazards and procedures</p> <p>Assessment Criterion 3.8 – supervision of on and off-site travel</p> <p>Assessment Criterion 5.3 and 6.3 – ground rules for behaviour during departure</p>	Assessment Criterion 1.2 - dealing with participants’ cultural, dietary and emotional needs		

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3 Essentials of Customer Care for Outdoor Centre Staff	Assessment Criterion 2.2 – how to meet differing expectations and needs of a range of users				
4 Organising an Activity Session at an Outdoor Centre	Assessment Criterion 2.1 and 3.1 – choose equipment that will be appropriate to the group	Assessment Criterion 1.5 – explain the health and safety aspects Assessment Criterion 6.5 - procedures for reporting incidents and accidents	Assessment Criterion 5.4 – demonstrate different methods of communication		
5 Responding to Health Emergencies for Outdoor Centre Staff		All Assessment Criteria			
6 Working in Hospitality and Support at an Outdoor Centre	Assessment Criterion 2.1 – demonstrate team working	Assessment Criterion 1.1 – describe health and safety requirements  Assessment Criterion 3.1b), 4.1b) describe and demonstrate use of equipment taking account of safety		Assessment Criterion 1.1 – describe health and safety requirements	Assessment Criterion 1.1 – describe health and safety requirements

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## **Relationship with National Occupational Standards**

The NOCN Level 2 Award in Introductory Work in the Outdoors (QCF) is related to the National Occupational Standards (NOS) for Activity Leadership at Level 2 developed by SkillsActive. It provides a significant amount of knowledge, understanding and skills development that underpins occupational competence in the NOS.

Units within the qualification contain details of the relationship between the unit and the relevant National Occupational Standards.

## **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 qualification is for**

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The NOCN Level 2 Award in Introductory Work in the Outdoors (QCF) aims to provide an enhanced induction into working in an outdoor centre, together with more specific training, for young people and adults aged 16 years and over entering employment or preparing for a career in this field.

The qualification is particularly suitable for those who:

- have achieved NVQ Level 1, or GCSEs grades D-G, or equivalent qualifications, and plan to follow a career in this sector or related industries (e.g. hospitality, leisure and recreation or tourism)
- are employed within the outdoors sector in job roles such as outdoor centre assistants, group leaders, support workers, activity instructors and assistant activity leaders.

**The minimum age for access to the qualification is 16 years old.**

Centres delivering this qualification should be aware that there is a minimum requirement from most employers that people working in the outdoors/adventurous activities sector must be aged 18 or over. This is particularly true of instructing and pastoral care staff. The specific requirements for maturity, competence, the capacity to deal appropriately with potentially vulnerable participants, the ability to handle confidential information, the requirement to handle equipment and the need to respond correctly in emergency or risk situations may mean that certain assessment criteria present difficulties to learners aged 16-17. Such young people are more likely to be employed in support roles where contact with participants takes place under supervision or in situations which are not risk-critical.

### **Restrictions on Learner Entry**

There are no restrictions on learner entry to this qualification.

However, centres should note that the NOCN Level 2 Award in Introductory Work in the Outdoors (QCF) is competence based. This means that it is linked to the learner's ability to competently perform a range of tasks in the workplace.

The specific competence requirements for people seeking employment in an outdoor activity centre may mean that certain assessment criteria present potential barriers to entry for some learners. For example, in order to achieve the unit "Responding to Health Emergencies for Outdoor Centre Staff", learners must meet an essential requirement to demonstrate competence in first aid skills in basic emergency situations and to treat casualties of a serious accident. In order to achieve unit "Working in Hospitality and Support at an Outdoor Centre", learners must meet an essential requirement to demonstrate the use of equipment relevant to their own role.

Assessment of the following units requires learners to be working within the outdoor education or activity industry mainly, but not exclusively, within an outdoor education or activity centre:

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- General Induction for Outdoor Centre Staff (J/600/3821)
  - Essentials of Customer Care for Outdoor Centre Staff (D/600/3825)
  - Responding to Health Emergencies for Outdoor Centre Staff (K/600/3827)

Assessment of the following units requires learners to be working within an outdoor education or activity centre:

- Organising Participants at an Outdoor Centre (Y/600/3824)
- Organising an Activity Session at an Outdoor Centre (H/600/3826)
- Working in Hospitality and Support at an Outdoor Centre (T/600/3829)

Providers are directed to additional guidance, if required, on the NOCN website ([www.nocn.org.uk](http://www.nocn.org.uk)) within the Learning Providers section under Recognised Centre Area. This section gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the assessment criteria.

This qualification is available to learners in England, Wales and Northern Ireland.

### Entry Requirements

There are no specific requirements for prior learning for the NOCN Level 2 Award in Introductory Work in the Outdoors (QCF), but it is recommended that learners should have a standard of literacy **equivalent** to Key Skills Communication Level 1, Adult Literacy Level 1, GCSE English grades D-G, or Functional Skills English Level 1.

Learners will need to study at the level indicated below to achieve the qualification<sup>2</sup>.

<b>Level</b>	<b>Summary</b>	<b>Knowledge and understanding</b>	<b>Application and action</b>	<b>Autonomy and accountability</b>
<b>Level 2</b>	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>

<sup>2</sup> Extracted from *QCF Level Descriptors document on QCDA website October 2008.*

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## **Progression Opportunities**

The NOCN Level 2 Award in Introductory Work in the Outdoors (QCF) enables progression in the workplace, and to further learning opportunities, in a range of occupational areas including the leisure industry; sport and recreation; health and fitness; and the outdoors, playwork and caravan industries.

The NOCN Level 2 Award in Introductory Work in the Outdoors (QCF) relates academically to NVQ Level 2 and to GCSEs grades A\*-C (for example, vocational GCSE Leisure and Tourism). Possible progression routes include further study, for Level 2 or Level 3 qualifications as appropriate, within the same or related occupational areas, such as Active Leisure and Learning, or Sport, Recreation and Allied Occupations, for example:

- NVQ Level 2 Activity Leadership;
- NVQ Level 2 Coaching, Teaching and Instruction;
- NVQ Level 2 Operational Services;
- NVQ Level 2 Instructing Exercise and Fitness;
- NVQ Level 3 Outdoor Programmes: (Outdoor Education) / (Outdoor Development Training) / (Outdoor Recreation);
- NVQ Level 3 Leisure Management;
- NVQ Level 3 Instructing Physical Activity and Exercise.

Progression routes could also include study for general qualifications such as Applied GCE AS/A Level Leisure Studies.

## **Learners with Particular Requirements**

The NOCN Level 2 Award in Introductory Work in the Outdoors (QCF) has been developed in conjunction with providers and organisations working in outdoor activity centres. It has been reviewed to ensure that there are no barriers to entry for women or men, or for different racial groups. Steps have been taken to reduce the need for reasonable adjustments for disabled learners.

The qualification can be delivered within a variety of contexts and outdoor centre learning environments. The structure of the qualification allows for incremental achievement. The flexible and generic nature of the qualification allows centres to design and contextualise courses that meet the particular needs of learners. The teaching and learning methods are not prescribed, nor are the exact content of the teaching, thereby allowing centres to construct courses around the units in a way that ensures potential barriers to entry are reduced.

In determining the qualification aims, due regard has been given to the need to promote good relations between people from different racial and ethnic groups, and to the duty to promote positive attitudes towards disabled people.

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The units address a range of knowledge and skills required for working in an outdoor centre (induction, behaviour/conduct when working with participants, health and safety, customer service, emergency aid, skills when working with participants and others, manual handling etc). Unit “General Induction for Outdoor Centre Staff” requires learners to be aware of issues involved when dealing with individuals “at risk”, and Unit “Organising Participants at an Outdoor Centre” requires awareness of participants’ particular medical, cultural, dietary and emotional needs. There are opportunities for centres to create course content and materials that incorporate equality and diversity issues and promote positive images of, and attitudes towards, different racial groups and disabled people.

NOCN’s policy on assessment is to give all learners equal access and opportunity to demonstrate their achievements. NOCN implements this policy through operating a flexible approach to assessment which allows centres, in most cases, to devise assessment tasks for units based on a set of guidance and definitions provided by NOCN. Where a particular method is prescribed by NOCN for a unit, this will be only where it is necessary for the achievement of a particular assessment criterion or set of assessment criteria.

Assessment within NOCN Level 2 Award in Introductory Work in the Outdoors (QCF) 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 the 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.

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

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#### **Rules of Combination**

In order to achieve the qualification, the learner must successfully achieve a minimum of 9 credits. Learners must successfully complete the mandatory unit from Group A and one of the two units from Group B, plus one of the three optional units from Group C.

#### **Group A – Mandatory Unit**

Learners must successfully complete this mandatory unit:

- General induction for outdoor centre staff (J/600/3821, 3 credits)

#### **Group B – Optional Units**

Learners must successfully complete one of the following units:

- Essentials of customer care for outdoor centre staff (D/600/3825, 2 credits)
- Responding to health emergencies for outdoor centre staff (K/600/3827, 1 credit)

#### **Group C – Optional Units**

Learners must successfully complete one of the following units:

- Organising participants at an outdoor centre (Y/600/3824, 5 credits)
- Organising an activity session at an outdoor centre (H/600/3826, 5 credits)
- Working in hospitality and support at an outdoor centre (T/600/3829, 5 credits)

#### **Unit Combination Examples**

The following are examples of how units can be combined to achieve the qualification.

##### **Example 1**

For someone helping with activity sessions, they would need to achieve successfully 9 credits consisting of:

##### **Mandatory Unit:**

- General induction outdoor centre staff (3 credits)

##### **Optional Units from Group B and Group C:**

- Responding to health emergencies for outdoor centre staff (1 credit)
- Organising participants at an outdoor centre (5 credits)

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## **Example 2**

For someone working in the kitchens at an outdoor centre, they would need to achieve successfully 10 credits consisting of:

### **Mandatory Unit:**

- General induction outdoor centre staff (3 credits)

### **Optional Units from Group B and Group C:**

- Essentials of customer care for outdoor centre staff (2 credits)
- Working in hospitality and support at an outdoor centre (5 credits)

### **Achievement Methodology**

The qualification is awarded to learners who successfully achieve an approved combination of units. The assessment activities appropriate for the units are indicated in the Assessment Information Grid on the individual units. **For full details on Assessment please refer to Section 5.**

## 4. The qualification units

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

NOCN Unit Code	QCA Accredited Number	Unit Title	Mandatory or Optional	Credit Value	Level	OPUS ID	Sector	Expiry Date
<a href="#">MA8/2/QQ/002</a>	J/600/3821	<a href="#">General induction for outdoor centre staff</a>	Mandatory (Group A)	3	2	CAK308	8.1	31/10/2013
<a href="#">MA8/2/QQ/001</a>	D/600/3825	<a href="#">Essentials of customer care for outdoor centre staff</a>	Optional (Group B)	2	2	CAK307	8.1	31/10/2013
<a href="#">MA8/2/QQ/005</a>	K/600/3827	<a href="#">Responding to health emergencies for outdoor centre staff</a>	Optional (Group B)	1	2	CAK312	8.1	31/10/2013
<a href="#">MA8/2/QQ/003</a>	H/600/3826	<a href="#">Organising an activity session at an outdoor centre</a>	Optional (Group C)	5	2	CAK309	8.1	31/10/2013
<a href="#">MA8/2/QQ/004</a>	Y/600/3824	<a href="#">Organising participants at an outdoor centre</a>	Optional (Group C)	5	2	CAK310	8.1	31/10/2013
<a href="#">MA8/2/QQ/006</a>	T/600/3829	<a href="#">Working in hospitality and support at an outdoor centre</a>	Optional (Group C)	5	2	CAK313	8.1	31/10/2013

A glossary of terms used in the units is provided as Appendix 1. Providers unfamiliar with the delivery and assessment of units and qualifications may find this helpful. Further advice and training on delivery and assessment methods may be provided by the OCN.

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

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

**Assessment Definitions**

Assessment activity		Activity	Assessment	Evidence
<p><b>1. Written Question and Answer / Test / Exam</b></p> <p>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.</p> <p>The learning may be assessed through:</p> <ul style="list-style-type: none"> <li>• Responses by individual learners.</li> <li>• May make use of on-line assessment.</li> </ul>	<p>Level 2</p>	<p>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.</p>	<p>Assessment by tutor or external marker (for exams / tests).</p>	<p>Evidence could be: written responses, learner responses, tutor feedback.</p>

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<p><b>2. Report</b></p> <p>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.</p> <p>The learning may be assessed by:</p> <ul style="list-style-type: none"> <li>• Tutor for written report.</li> <li>• Tutor and / or peers for oral presentation of report.</li> </ul>	<p>Level 2</p>	<p>Report could be presented in 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<sup>3</sup> = 4 minutes for oral / 500 words for written. Learners should be given guidance on planning and presentation.</p>	<p>Assessment by tutor and / or peers for oral presentation.</p>	<p>Evidence could be: written report with tutor feedback or learner plan for oral presentation with peer and / or tutor feedback.</p>
<p><b>3. Oral Question and Answer</b></p> <p>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.</p> <p>The learning may be assessed through:</p> <ul style="list-style-type: none"> <li>• Responses by both tutor and individual learners.</li> </ul>	<p>Level 2</p>	<p>Open and closed questions should be included, covering a number of topics. Learners should be encouraged to expand on their answers.</p>	<p>Assessment by tutor, with a degree of self-assessment.</p>	<p>Evidence could be: tutor records, learner log or audio / video record.</p>

<sup>3</sup> GL= Guided Length

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<p><b>4. Written Description</b></p> <p>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.</p> <p>The learning may be assessed by:</p> <ul style="list-style-type: none"> <li>• Tutor.</li> <li>• One to one tutorial.</li> <li>• Discussion.</li> </ul> <p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• Tutor record of observation.</li> <li>• Learner notes.</li> <li>• Tutorial notes.</li> <li>• Completed report.</li> <li>• Charts.</li> <li>• Plans.</li> </ul>	<p>Level 2</p>	<p>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.</p>	<p>Assessment through self-assessment and tutor assessment.</p>	<p>Evidence could be: tutor record, learner record, summary of discussion and feedback or completed work.</p>
<p><b>5. Reflective log or diary</b></p> <p>A description, normally in writing but may be oral, by the learner reflecting on how and what they have learned. Often completed at regular intervals during the learning process thus allowing discussion on individual progress and how further learning could be supported.</p> <p>The learning may be assessed by:</p> <ul style="list-style-type: none"> <li>• Learner, often supported through tutorial discussions with tutor.</li> </ul>	<p>Level 2</p>	<p>The reflection process should be written in a structured format that allows some autonomy in recording. Learners should be asked to record regularly what they have learned and to make judgements on the learning in terms of, for example, usefulness, interest, how it has extended their knowledge / skills, what else they need to learn.</p>	<p>Assessment by learner supported by tutor through tutorials.</p>	<p>Evidence could include: log / diary (however this may be confidential and therefore not available for moderation), tutorial notes and tutor record.</p>

<p><b>6. Practical Demonstration</b></p> <p>A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge.</p> <p>The learning may be assessed by:</p> <ul style="list-style-type: none"> <li>• Tutor / Assessor;</li> <li>• Peer observation;</li> <li>• One to one tutorial;</li> <li>• Discussion;</li> <li>• Self-assessment.</li> </ul>	<p>Level 2</p>	<p>Practical demonstrations should allow the application of skills and knowledge in several areas and contexts. A degree of learner autonomy should be encouraged within the scope of the demonstration.</p>	<p>Assessment through tutor / peer observation, one to one tutorial, discussion and self-assessment.</p>	<p>Evidence could include: Tutor / assessor record of observation, learner notes, tutor lesson plan, tutorial notes, audio / video / photographic record and learner log.</p>
<p><b>7. Role play/simulation</b></p> <p>Use of a situation selected by the tutor or by learners, to enable learners to practice and apply skills and to explore attitudes.</p> <p>The learning may be assessed by:</p> <ul style="list-style-type: none"> <li>• Tutor / peer observation.</li> <li>• One to one tutorial.</li> <li>• Discussion.</li> <li>• Self-assessment.</li> </ul>	<p>Level 2</p>	<p>Role-plays should allow the application of skills in several areas and contexts. Role-plays should be directed, but allow for a degree of learner autonomy.</p>	<p>Assessment through tutor / peer observation, one to one tutorial, discussion and self-assessment.</p>	<p>Evidence could be; tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio / video / photographic record or learner log.</p>

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

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The NOCN Level 2 Award in Introductory Work in the Outdoors (QCF) is awarded to learners who successfully achieve an approved combination of units. The qualification requires achievement of the specified units with no further requirement for additional/summative assessment. Achievement is therefore determined by successful completion of unit assessment.

Assessment for each unit is designed by the Centre in accordance with the NOCN Assessment Definitions Document. The assessment process is as follows:

- Assessments are internally set and approved at the Centre by assessors, against the requirements detailed in the assessment criteria of the unit
- The Centre assesses work produced by learners in response to the assessment tasks
- The resulting portfolios of assessed evidence are internally verified by an internal verifier at the Centre
- Work is verified either by a member of Centre staff who is an Approved Internal Verifier (AIV) or by an OCN-appointed Quality Reviewer/External Verifier.

### **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/Quality Reviewer 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.

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### **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 will be required to provide samples of assessment tasks for OCN and national standardisation activity.

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## **6. Offering the qualification**

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

Your OCN will advise you on the best and most efficient methods for offering this qualification to learners. All procedures for the use of this qualification or units of this qualification, including approval, registration of learners, verification, externally set assessment (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.

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

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## **7. Quality Assurance and National Standardisation**

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### **7.1 General Information**

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

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

The NOCN standard quality assurance arrangements and requirements include:

- Internal 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.

## Appendix 1

### Glossary<sup>4</sup>

<b>Term</b>	<b>Definition</b>	<b>Unit</b>
<b>Activity session</b>	A planned outdoor/adventurous activity under the leadership of centre staff.	2, 4
<b>Appropriate level of capability/ capability</b>	The level at which the job is performed, expected by and acceptable to the organisation.	6
<b>Arrival and departure processes</b>	A set of internal instructions (often sequential and usually written) to provide a consistent, organisation-wide framework to guide staff through participants' arrival at and departure from the venue. This can include settling participants into accommodation, welcoming and briefing participants, introducing staff and issuing non-activity specific equipment e.g. waterproof clothing. It can cover the reverse processes for departure, including lost property procedures.	2
<b>'At risk' protection procedures</b>	A set of internal standards (usually written) to guide staff working or in contact with vulnerable people, e.g. children and those with a disability.	1
<b>Centre's usage procedures</b>	A set of internal standards (usually written) to guide staff through the use of specific equipment and facilities. Would normally also cover other relevant issues such as storage, maintenance, periodic checks and related logs.	4
<b>Code of conduct</b>	A set of internal standards (usually written) to guide staff's behaviour within the workplace. It will relate, to the specific roles and activities of staff in all aspects of the organisations activities. It is especially important in the areas of working with children and young people and areas of relevant legislation and should aim to be up to date with current developments. It provides a common set of consistent standards that every staff member should know. Can often be the basis for training.	
<b>Common core</b>	The <u>Common Core of Skills and Knowledge for the Children's Workforce</u> sets out the basic skills and knowledge needed by people (including volunteers) whose work brings them into regular contact with children, young people and families. Training should be both general (an overview) and specific to the organisation and individual and may be incorporated into organisational standards and procedures.	1, 2, 3, 4, 5, 6
<b>Communication</b>	The various means of getting information to, and understood by, participants. Communication is a two way process between a leader and participants. It is a complex, fundamental and vital skill for all staff working with participants in an outdoors context, as well as between staff themselves, and it requires development.	4
<b>Conclude</b>	Ending the session, reviewing the session with participants, and dealing with equipment, clothing and facilities post-session. Concluding also includes the need to ensure participants move on safely to their next activity/event.	4
<b>COSHH</b>	The Control of Substances Hazardous to Health is the legislation covering the handling/use of chemicals and other hazardous materials within the workplace, e.g. cleaning chemicals. Training should be both general and job specific (and focus on specific materials/products), and cover the responsibilities of both organisation and staff member.	1, 6
<b>Customer care/ service</b>	Good customer service is when an organisation (and, critically, the individual staff) have met and where possible exceeded the customer's needs. Excellent customer service is focussed on individual participants. The principles apply not only for paying customers but for all participants who use the services provided.	3
<b>Daily routines</b>	A set of daily tasks undertaken by centre staff that may be detailed in writing.	2

<sup>4</sup> Provided by SkillsActive.

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	It can include activities such as daily health and safety checks, housekeeping, equipment maintenance, weather checks, etc. When work is undertaken with younger participants, daily routines may include basic health and welfare issues.	
<b>Departure procedures</b>	See 'Arrivals processes'.	2
<b>Emergency first aid/ first aid/ first assistance and treatment</b>	Immediate help given to an injured or sick person before professional medical care is available. This help will be at a level appropriate to centre staff's training.	5
<b>Emergency service</b>	Police, fire, ambulance, coastguard and mountain or cave rescue.	5
<b>Ethos</b>	The character or outlook of a community, group or person. Ethos is related to values, attitudes and behaviours. The relationship between the ethos of an organisation and its individual staff is critical.	1
<b>Expectations and needs</b>	What a participant expects to happen or to occur, and what they need to happen or occur. A participant may expect to enjoy themselves during an activity, but needs to be challenged to allow learning to occur.	3
<b>Facilities</b>	Buildings, structures, equipment and natural features used as a location to deliver activities, e.g. an indoor climbing wall or a specific part of a lake or crag.	4
<b>Feedback</b>	Providing participants with information and guidance on what they are doing, learning and achieving. Also relates to individual staff providing information and analysis on own performance and related centre systems and processes to colleagues and managers as part of formal/informal reviews.	2, 6
<b>Ground rules/ appropriate behaviour</b>	Basic requirements for staff and participant behaviour. These may relate to forms of anti-social behaviour and/or job performance issues related to attitudes.	2, 6
<b>Health emergencies/ emergency situations</b>	A dangerous or life threatening accident, illness or incident.	5
<b>Hospitality and support</b>	Jobs and roles within an outdoor centre context which may not be seen as having full time, direct contact with participants as the main feature of the role (as with, say, instructors), but which have vital and integral parts to play in the success of the organisation and the participants' experiences. It includes roles such as catering, housekeeping, maintenance, site/stores, administration, driving etc. Of course, some work and links with participants can be a feature, and therefore proper training etc for this is important.	6
<b>Induction</b>	<p>The process to introduce an employee/volunteer to a new role and to ensure they reach their full potential in the current job role as quickly as possible. This process will include both organisational aspects and external, sometimes legal aspects as well. Some employers see induction as a relatively short period, often just a few days. However, increasingly, employers are seeing the induction period as a longer one, which incorporates not only the basics of the organisation (often knowledge-based) and the practicalities of the job, but also a longer term more developmental process.</p> <p>This can involve an ongoing cycle of training, practice (often on the job), monitoring/support, assessment and reflective two-way reviews. This is especially prevalent in those organisations, which are bringing less experienced staff into the industry. However, all organisations have a need to ensure that staff who are new to the organisation have been consciously deemed suitable to take their first steps of responsibility in their role.</p>	1
<b>Introductory level</b>	An activity session with a level of participant performance aimed at those with	4

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	no or relatively little experience of the activity; sometimes known as a taster session.	
<b>Job description</b>	This document identifies the responsibilities of a specific job. It may also include information about working conditions, tools, equipment used, knowledge and skills needed, and relationships with other positions and teams.	6
<b>Manual handling</b>	The moving or supporting of a load by hand or by bodily force – specifically, part of Health & Safety legislation. Training should be both general and specific to individual job requirements.	1, 6
<b>Manufacturers' procedures</b>	A set of rules and guidelines (usually written) provided by a manufacturer to guide staff through the safe and proper use of specific equipment and facilities. This may be supplemented by an organisational overlay for specific use in own situation.	6
<b>On- and/or off-site travel</b>	This refers to participants moving (with or without supervision) between sessions within and outside of the centre's grounds. This may be by foot or by vehicle.	2
<b>Organisational standards/ guidelines/ procedures/ requirements</b>	These are sets of internal standards and instructions (usually written) to provide staff with a framework to work within. They may be task-specific and used individually, or used collectively as a 'manual'. Some parts (e.g. safety) may be more prescriptive.	2, 4, 5, 6
<b>Organised activities</b>	These are outdoor/adventurous activities under the supervision of centre staff. With the broad scope of the outdoors, these can be for recreational, educational and/or developmental purposes, and possibly others as well.	2
<b>Outcomes</b>	In this context – reviewing job performance – it is about identifying how well you have done in the different aspects of your job and what changes you can make based on these i.e. doing the good things more and improving the things that were not so good. This may involve ongoing support, training and development, but the key focus is on the individual member of staff.	6
<b>Outdoor centre</b>	A venue for the delivery of outdoor and adventurous activities – can include buildings, fixed and mobile facilities, and natural features in the outdoors itself.	1, 2, 3, 4, 5, 6
<b>Outdoor Industry sector</b>	This refers to a sub-section of the economy/workforce including outdoor recreation, outdoor education, outdoor development training, outdoor sport development and expeditions. These workers and organisations may deliver outdoors activities through a number of 'methods' or sub-sectors: commercial, public sector, charitable, not-for-profit and voluntary.	1, 3, 5
<b>Participants / users</b>	The individuals who are the participants, customers or guest users for the organisation's services. Participants may come as individuals, in groups/organisations, as children, young people and adults, and with a range of expectations and needs.	1, 2, 3, 4
<b>Particular needs</b>	The specific needs of people as individuals. This can cover a wide range of types of need, but includes emotional, physical, spiritual/religious, physiological needs; it also links to concepts and policies of equality and diversity, respect and customer service. There may be written standards and guidelines, but dealing effectively with individuals' particular needs requires awareness, sensitivity, empathy and care.	2
<b>Positive relationships</b>	The encouragement of appropriate, 'professional', friendly, caring and nurturing involvement by staff with participants, between participants, and with other staff.	2
<b>Programme</b>	A planned sequence of activities to be carried out to achieve pre-set goals for participants. An individual member of staff of a more senior manager may have developed this. Depending on the requirements of individuals and groups, and what the organisation is offering, the programme may be developmental and sequential or more of a timetable.	4
<b>Relevant NGB and</b>	These are the discipline-specific National Governing Body (NGB) guidance for	4

<b>national guidance</b>	leading or instructing particular activities. They can be used to define activity environments, e.g. static water versus moving for kayaking. NGBs include the British Canoe Union and Mountain Leader Training UK. May include other 'national' level guidance devised by specific activity associations where no NGB exists and relevant legislation.	
<b>Review</b>	There are a number of related contexts for 'review'. Review is the process of going over the session with the participants for a range of outcomes through helping them to reflect on their experiences, highlighting enjoyment and/or facilitating further learning. The review should add value to the session and be carried out for the benefit of the participants. However, the outcomes of the review may also be used to improve future sessions for others. An important use of 'review' for staff performance and development can be the review by individual staff, with input/support from others, of them 'doing the job'. This may be linked to an ongoing systematic process of review, support, training and assessment in the organisation.	2, 4, 6
<b>Role-related equipment</b>	Equipment specifically related to a job/role, such as catering equipment in a kitchen environment for catering staff or site maintenance equipment for use on site. This type of equipment can often be both complex and potentially hazardous to use.	6
<b>Risks, needs and opportunities</b>	Risks – the threat or possibility of something bad affecting participants. Needs – the welfare of and/or desired outcomes for participants. Opportunities – a favourable event or circumstance that can be put to good use within the session.	4
<b>Serious accident or incident</b>	An accident or incident that brings a session to a halt or requires further assistance.	5
<b>Session plan</b>	The plan (usually written) drawn up by an activity leader detailing the purpose, time frames, methodologies and outcomes for a specific session. Many organisations provide a template with key common information (such as safety-related points) for all staff, to ensure a degree of consistency and standards, with varying degrees of flexibility dependent on individual staff and individual participant and group needs and expectations.	4
<b>Team plan</b>	A written document specifying the roles, responsibilities and goals of a defined team within an outdoor centre, depending on the type and size of organisation/centre i.e. a maintenance team, catering team, etc. An aid to good communication and teamwork.	6

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