



PART OF **nocn** GROUP

## **QUALIFICATION SPECIFICATION**

### **NOCN Suite of Economic Wellbeing and Financial Capability Qualifications**

#### **NOCN Level 1 Award in Economic Wellbeing and Financial Capability**

Qualification No: 600/0825/8

#### **NOCN Level 2 Award in Economic Wellbeing and Financial Capability**

Qualification No: 600/0444/7

#### **Operational Start Date**

1 February 2011

#### **Version**

3.1 – March 2019

#### **To know more about NOCN:**

- Visit the NOCN website: [www.nocn.org.uk](http://www.nocn.org.uk)
- Call the Customer Service Team: **0300 999 1177**

[www.nocn.org.uk](http://www.nocn.org.uk)



## Introduction

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

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

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



## Contents

<b>Introduction .....</b>	<b>2</b>
<b>Contents .....</b>	<b>3</b>
<b>1. About the qualifications .....</b>	<b>4</b>
<b>2. Who the qualifications are for .....</b>	<b>7</b>
<b>3. Achieving the qualifications .....</b>	<b>11</b>
<b>4. The qualification units .....</b>	<b>12</b>
<b>5. How the qualifications are assessed .....</b>	<b>31</b>
5.1 Unit Assessment.....	31
5.2 Marking Tasks .....	31
5.3 Recording Achievement.....	31
5.4 Standardisation.....	31
<b>6. Offering the qualifications .....</b>	<b>32</b>
<b>7. Quality Assurance and National Standardisation.....</b>	<b>33</b>
7.1 General Information .....	33
7.2 Standardisation.....	33

## 1. About the qualifications

The NOCN Economic Wellbeing and Financial Capability qualifications form part of a suite of Personal Social Health Economic (PSHE) education qualifications which support a broad and balanced curriculum by enabling the development of a coherent learning programme of personal, social, health and economic wellbeing.

The qualifications relate specifically to the national programme of study in “economic wellbeing and financial capability” as part of the PSHE curriculum at Key Stage 4, and have been structured to ensure that learning is evidenced across the four key concepts set out in the qualifications: Career; Capability; Risk and Economic Understanding. The qualifications therefore set into context the careers education and work-related learning undertaken by learners at Key Stage 4, directly supporting the Every Child Matters outcomes as well as providing opportunities to develop wider skills including personal learning and thinking skills that can be applied in further learning and/or employment (see Appendix 1).

The qualifications aim to:

- increase learners’ knowledge of the society in which they live and will work;
- provide learners with the knowledge and skills to make balanced and increasingly independent transitions both now and in future life;
- develop knowledge of business and enterprise and introduce job-seeking and employability skills;

Units within the qualifications have been written in conjunction with teachers and trainers in the 14-19 sector with current PSHE teaching experience. They have been grouped into the four key concepts to maintain a broad learning experience as well as allow development of personalised learning programme. Units in Financial Capability extend the learners’ understanding of saving and borrowing, as well as how finance and financial services and institutions can play a part in their lives. As part of a suite of PSHE qualifications, these qualifications promote the economic wellbeing of this age group.

## **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.

NOCN Level 1 Award in Economic Wellbeing and Financial Capability: 52 GLH

NOCN Level 2 Award in Economic Wellbeing and Financial Capability: 48 GLH

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

Guided Learning Hours (GLH) are a guide to the amount of teacher-supervised or directed study time a learner will need to complete the learning needed for a qualification. NOCN recognises that every learner is different and the actual time taken may vary beyond the maximum and minimum shown.

Training providers not reliant on public funding measured by GLH may find them a useful guide to the recommended length of a programme of study. The learning hours can be divided in any way, for example, a 20 GLH hour programme could be delivered in 2 hours a week for 10 weeks or 8 hours a day for 3 days, depending on the course and learners.

## **Total Qualification Time (TQT)**

Through consultation with users, TQT has been agreed by considering the total number of learning hours required for the average learner to achieve this qualification.

TQT is split into two areas:

- **Guided Learning Hours (GLH):**
  - learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training
  - includes the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.
- **Other Learning Hours (OLH):**
  - an estimate of the number of hours a learner will spend, as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training, including:
    - preparatory work
    - self-study
    - or any other form of education or training, including assessment.

Examples of GLH activities include:

- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teach in real time
- E-learning supervised by a teacher in real time

- All forms of assessment which take place under the immediate guidance or supervision of an appropriate provider of training
- Exam time

Examples of OLH activities include:

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning

The agreed Total Qualification Time has been used to identify the qualification's Credit Value. The Total Qualification Time is as follows:

NOCN Level 1 Award in Economic Wellbeing and Financial Capability: 60

NOCN Level 2 Award in Economic Wellbeing and Financial Capability: 60

## Relationship with relevant Educational Strategies/Frameworks

The NOCN Economic Wellbeing and Financial Capability qualifications are related to the national programme of study for Economic Wellbeing and Financial Capability as part of the PSHE education curriculum at Key Stage 4. The qualifications also provide a significant amount of knowledge, understanding and/or skills development that underpin other strategies including supporting the:

- Every Child Matters outcomes
- Social and Emotional Aspects of Learning (SEAL)
- Personal, Learning and Thinking Skills (PLTS) Framework
- Cross-curriculum dimensions of Learning

Units within the qualifications have been mapped to the relevant strategies/frameworks set out in Appendix 1.

## 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.

## 2. Who the qualifications are for

The NOCN Economic Wellbeing and Financial Capability qualifications are aimed primarily at learners aged 14-19 because they are principally designed to be used at Key Stage 4 of the National Curriculum, but older learners could also benefit from these qualifications.

The qualifications are particularly suitable for:

- all learners at Key Stage 4 following a programme of study in “Economic Wellbeing and Financial Capability” as part of the PHSE education curriculum;
- learners who wish to develop their understanding and knowledge of the world of work in order to inform their progression to further learning and future careers;
- learners who would benefit from a programme of learning that provides evidence of achievement through a unitised approach with formative and flexible methods of assessment;
- learners who would benefit from a qualification that complements other vocational or academic learning activities as part of a broad educational experience.

The minimum age for access to the qualifications is **14 years old**.

### Restrictions on Learner Entry

Learners must be 14 to access these qualifications. There are no further restrictions on learner entry.

### Entry Requirements

There are no specific entry requirements.

**QCF Level Descriptors**

Level	Summary	Knowledge and understanding	Application and action	Autonomy and accountability
<b>Level 1</b>	Achievement at Level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance.	<p>Use knowledge of facts, procedures and ideas to complete well-defined, routine tasks.</p> <p>Be aware of information relevant to the area of study or work.</p>	<p>Complete well-defined routine tasks.</p> <p>Use relevant skills and procedures.</p> <p>Select and use relevant information.</p> <p>Identify whether actions have been effective.</p>	Take responsibility for completing tasks and procedures subject to direction or guidance as needed
<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 judgment 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 judgment subject to overall direction or guidance.</p>

*Extracted from QCF level descriptor's document on QCDA's website October 2008*

## Recognition of Prior Learning

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

Centres are encouraged to recognise the previous achievements and experiences, both formal, for example, through accredited units or qualifications or informal, for example through continuous learning. This involves the recognition of achievement from a range of activities that will have been assessed through any valid method of assessment. When using the process of the recognition of prior learning, it is essential that the assessment requirements of a specific unit or, more exceptionally, a qualification have been met. The evidence of learning provided must be sufficient, reliable, authentic and valid. Evidence is not time-limited.

## Progression Opportunities

The NOCN Economic Wellbeing and Financial Capability qualifications enable progression to employment and further learning opportunities within employment, or further study. Via the key concepts that underpin the study of economic wellbeing and financial capability, learners consider their move from compulsory education into further learning and employment. Developing skills and increasing knowledge about the world of work and personal finance enables learners to make informed and considered choices about progression opportunities and how to pursue them. They learn to relate the skills and knowledge gained at school to their future financial security.

These qualifications offer internal progression from Level 1 to Level 2 and they are also link with NOCN Suite of Personal Wellbeing qualifications. The Level 1 Qualifications in Personal Wellbeing and the NOCN Suite of Developing Skills for Employment qualifications, with which these qualifications share units, provide 'sideways' progression.

Economic Wellbeing has links with Citizenship and provides a foundation for further study in subjects such as Business Studies and Economics. There are opportunities to embed Functional Skills development by putting Maths, English and ICT into real-life situations.

## Learners with Particular Requirements

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

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

The NOCN Centre Recognition process requires the centre to hold policy statements on Equal Opportunities, Diversity and Disability Discrimination which will be reviewed by NOCN. Please contact [assurance@nocn.org.uk](mailto:assurance@nocn.org.uk) for further details.

### 3. Achieving the qualifications

#### Rules of Combination

##### **NOCN Level 1 Award in Economic Wellbeing and Financial Capability**

To successfully achieve the qualification, the learner must achieve 6 credits. A minimum of 4 credits must be achieved at Level 1 with a minimum of 1 credit achieved from each of the 4 mandatory key concept groups. Each group includes two sub-groups with a choice of units at Level 1 and Level 2. Units with the same title can only be counted once towards the credits required for the qualification.

##### **NOCN Level 2 Award in Economic Wellbeing and Financial Capability**

To successfully achieve the qualification, the learner must achieve 6 credits. A minimum of 4 credits must be achieved at Level 2 with a minimum of 1 credit achieved from each of the 4 mandatory key concept groups. Units with the same title can only be counted once towards the credits required for the qualification.

#### **Unit Equivalence and Exemptions**

Please note that unit 'Work-based Placement' (M/500/8890, Level 1) is equivalent to unit 'Work Experience' (K/500/5423, Level 1).

Please see the information below for unit exemptions:

<b>Units achieved from NQF qualifications are exempt from the following QCF units:</b>			
<b>NQF Units</b>		<b>QCF Units</b>	
R/100/9375	Career Education and Management (L1)	Y/602/5936	Career Development and Employability (L1)
F/100/9369	Career Education and Management (L2)	D/602/5937	Career Development and Employability (L2)
L/100/9374	The Changing World of Work (L1)	L/602/5965	Understanding Changing Patterns of Work (L1)
A/100/9368	The Changing World of Work (L2)	R/602/5966	Understanding Changing Patterns of Work (L2)
D/100/9377	Work-based Placement (L1)	M/500/8890	Work-based Placement (L1)
A/100/9371	Work-based Placement (L2)	J/500/5381	Work Experience (L2)
H/100/9379	Financial Literacy and Money Management (L1)	H/602/5941	Financial Literacy: Budgeting and Money Management (L1)
F/100/9372	Financial Literacy and Money Management (L2)	K/602/5942	Financial Literacy: Budgeting and Money Management (L2)

#### **Achievement Methodology**

- Assessment tasks are internally set.
- Assessment tasks are internally marked and verified, prior to Quality Review by NOCN staff.

#### 4. The qualification units

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

##### NOCN Level 1 Award in Economic Wellbeing and Financial Capability

Unit Number	Unit Title	Mandatory Key Concept Groups	Credit Value	Level	OPUS ID	Sector
T/602/5927	<a href="#">Becoming a Critical Consumer</a>	Capability	1	1	CAN069	14.1
F/602/5932	<a href="#">Becoming a Critical Consumer</a>	Capability	1	2	CAN071	14.1
K/602/5939	<a href="#">Enrichment Activity - Economic Well-being</a>	Capability	1	1	CAN076	14.1
D/602/5940	<a href="#">Enrichment Activity - Economic Well-being</a>	Capability	1	2	CAN077	14.1
H/602/5941	<a href="#">Financial Literacy: Budgeting and Money Management</a>	Capability	1	1	CAN080	14.1
K/602/5942	<a href="#">Financial Literacy: Budgeting and Money Management</a>	Capability	1	2	CAN082	14.1
J/602/5947	<a href="#">Financial Literacy: Saving and Borrowing</a>	Capability	1	1	CAN084	14.1
L/602/5948	<a href="#">Financial Literacy: Saving and Borrowing</a>	Capability	1	2	CAN086	14.1
Y/601/4709	<a href="#">Exploring business and enterprise</a>	Capability	1	1	CAN078	14.2
H/601/4728	<a href="#">Exploring business and enterprise</a>	Capability	2	2	CAN079	14.2
T/602/5958	<a href="#">Preparing for Progression</a>	Capability	1	1	CAN098	14.2
M/602/5960	<a href="#">Preparing for Progression</a>	Capability	1	2	CAN099	14.2
T/500/5229	<a href="#">Undertaking an Enterprise Project</a>	Capability	3	2	CAJ387	14.2
L/500/5317	<a href="#">Undertaking an Enterprise Project</a>	Capability	3	1	BZR470	14.2
Y/602/5936	<a href="#">Career Development and Employability</a>	Career	1	1	CAN074	14.2
D/602/5937	<a href="#">Career Development and Employability</a>	Career	1	2	CAN075	14.2
R/501/5847	<a href="#">Interview Skills</a>	Career	1	1	CAN087	14.2

L/501/5913	<a href="#">Interview Skills</a>	Career	1	2	CAN088	14.2
D/600/3243	<a href="#">Preparation for Work Experience</a>	Career	1	1	CAK551	14.2
J/600/3253	<a href="#">Preparation for Work Experience</a>	Career	1	2	CAK552	14.2
K/602/5956	<a href="#">Preparing for an Interview</a>	Career	1	1	CAN096	14.2
M/602/5957	<a href="#">Preparing for an Interview</a>	Career	1	2	CAN097	14.2
A/602/5962	<a href="#">STEM (Science, Technology, Engineering, Mathematics) Enrichment Activity</a>	Career	1	1	CAN100	14.2
F/602/5963	<a href="#">STEM (Science, Technology, Engineering, Mathematics) Enrichment Activity</a>	Career	1	2	CAN101	14.2
H/602/5969	<a href="#">Understanding Opportunities in Work-based Learning and Apprenticeships</a>	Career	1	1	CAN107	14.2
Y/602/5970	<a href="#">Understanding Opportunities in Work-based Learning and Apprenticeships</a>	Career	1	2	CAN108	14.2
J/500/5381	<a href="#">Work Experience</a>	Career	3	2	BZO869	14.2
M/500/8890	<a href="#">Work-based Placement</a>	Career	3	1	BZR829	14.2
J/602/5933	<a href="#">Business and the Community</a>	Economic Understanding	1	1	CAN072	15.3
R/602/5935	<a href="#">Business and the Community</a>	Economic Understanding	1	2	CAN073	15.3
L/602/5951	<a href="#">Introduction to Trade Unions and Professional Associations</a>	Economic Understanding	1	1	CAN091	15.3
R/602/5952	<a href="#">Introduction to Trade Unions and Professional Associations</a>	Economic Understanding	1	2	CAN092	15.3
L/602/5965	<a href="#">Understanding Changing Patterns of Work</a>	Economic Understanding	1	1	CAN102	15.3
R/602/5966	<a href="#">Understanding Changing Patterns of Work</a>	Economic Understanding	1	2	CAN104	15.3
Y/602/5967	<a href="#">Understanding Employment Rights and Contracts</a>	Economic Understanding	1	1	CAN105	15.3
D/602/5968	<a href="#">Understanding Employment Rights and Contracts</a>	Economic Understanding	1	2	CAN106	15.3
F/602/5977	<a href="#">Understanding Pay and Payslips</a>	Economic Understanding	1	1	CAN109	15.3
J/602/5978	<a href="#">Understanding Pay and Payslips</a>	Economic Understanding	1	2	CAN110	15.3
L/602/5979	<a href="#">Understanding the Labour Market</a>	Economic Understanding	1	1	CAN111	15.3

F/602/5980	<a href="#">Understanding the Labour Market</a>	Economic Understanding	1	2	CAN112	15.3
R/602/5949	<a href="#">Introduction to Financial Risk and Reward</a>	Risk	2	1	CAN089	14.1
J/602/5950	<a href="#">Introduction to Financial Risk and Reward</a>	Risk	2	2	CAN090	14.1
Y/602/5953	<a href="#">Making Financial Decisions</a>	Risk	1	1	CAN093	14.1
D/602/5954	<a href="#">Making Financial Decisions</a>	Risk	1	2	CAN094	14.1

### NOCN Level 2 Award in Economic Wellbeing and Financial Capability

Unit Number	Unit Title	Mandatory Key Concept Groups	Credit Value	Level	OPUS ID	Sector
T/602/5927	<a href="#">Becoming a Critical Consumer</a>	Capability	1	1	CAN069	14.1
F/602/5932	<a href="#">Becoming a Critical Consumer</a>	Capability	1	2	CAN071	14.1
K/602/5939	<a href="#">Enrichment Activity - Economic Well-being</a>	Capability	1	1	CAN076	14.1
D/602/5940	<a href="#">Enrichment Activity - Economic Well-being</a>	Capability	1	2	CAN077	14.1
H/602/5941	<a href="#">Financial Literacy: Budgeting and Money Management</a>	Capability	1	1	CAN080	14.1
K/602/5942	<a href="#">Financial Literacy: Budgeting and Money Management</a>	Capability	1	2	CAN082	14.1
J/602/5947	<a href="#">Financial Literacy: Saving and Borrowing</a>	Capability	1	1	CAN084	14.1
L/602/5948	<a href="#">Financial Literacy: Saving and Borrowing</a>	Capability	1	2	CAN086	14.1
Y/601/4709	<a href="#">Exploring business and enterprise</a>	Capability	1	1	CAN078	14.2
H/601/4728	<a href="#">Exploring business and enterprise</a>	Capability	2	2	CAN079	14.2
T/602/5958	<a href="#">Preparing for Progression</a>	Capability	1	1	CAN098	14.2
M/602/5960	<a href="#">Preparing for Progression</a>	Capability	1	2	CAN099	14.2
T/500/5229	<a href="#">Undertaking an Enterprise Project</a>	Capability	3	2	CAJ387	14.2

L/500/5317	<a href="#">Undertaking an Enterprise Project</a>	Capability	3	1	BZR470	14.2
Y/602/5936	<a href="#">Career Development and Employability</a>	Career	1	1	CAN074	14.2
D/602/5937	<a href="#">Career Development and Employability</a>	Career	1	2	CAN075	14.2
R/501/5847	<a href="#">Interview Skills</a>	Career	1	1	CAN087	14.2
L/501/5913	<a href="#">Interview Skills</a>	Career	1	2	CAN088	14.2
D/600/3243	<a href="#">Preparation for Work Experience</a>	Career	1	1	CAK551	14.2
J/600/3253	<a href="#">Preparation for Work Experience</a>	Career	1	2	CAK552	14.2
K/602/5956	<a href="#">Preparing for an Interview</a>	Career	1	1	CAN096	14.2
M/602/5957	<a href="#">Preparing for an Interview</a>	Career	1	2	CAN097	14.2
A/602/5962	<a href="#">STEM (Science, Technology, Engineering, Mathematics) Enrichment Activity</a>	Career	1	1	CAN100	14.2
F/602/5963	<a href="#">STEM (Science, Technology, Engineering, Mathematics) Enrichment Activity</a>	Career	1	2	CAN101	14.2
H/602/5969	<a href="#">Understanding Opportunities in Work-based Learning and Apprenticeships</a>	Career	1	1	CAN107	14.2
Y/602/5970	<a href="#">Understanding Opportunities in Work-based Learning and Apprenticeships</a>	Career	1	2	CAN108	14.2
J/500/5381	<a href="#">Work Experience</a>	Career	3	2	BZO869	14.2
M/500/8890	<a href="#">Work-based Placement</a>	Career	3	1	BZR829	14.2
J/602/5933	<a href="#">Business and the Community</a>	Economic Understanding	1	1	CAN072	15.3
R/602/5935	<a href="#">Business and the Community</a>	Economic Understanding	1	2	CAN073	15.3
L/602/5951	<a href="#">Introduction to Trade Unions and Professional Associations</a>	Economic Understanding	1	1	CAN091	15.3
R/602/5952	<a href="#">Introduction to Trade Unions and Professional Associations</a>	Economic Understanding	1	2	CAN092	15.3
L/602/5965	<a href="#">Understanding Changing Patterns of Work</a>	Economic Understanding	1	1	CAN102	15.3
R/602/5966	<a href="#">Understanding Changing Patterns of Work</a>	Economic Understanding	1	2	CAN104	15.3
Y/602/5967	<a href="#">Understanding Employment Rights and Contracts</a>	Economic Understanding	1	1	CAN105	15.3

D/602/5968	<a href="#">Understanding Employment Rights and Contracts</a>	Economic Understanding	1	2	CAN106	15.3
F/602/5977	<a href="#">Understanding Pay and Payslips</a>	Economic Understanding	1	1	CAN109	15.3
J/602/5978	<a href="#">Understanding Pay and Payslips</a>	Economic Understanding	1	2	CAN110	15.3
L/602/5979	<a href="#">Understanding the Labour Market</a>	Economic Understanding	1	1	CAN111	15.3
F/602/5980	<a href="#">Understanding the Labour Market</a>	Economic Understanding	1	2	CAN112	15.3
R/602/5949	<a href="#">Introduction to Financial Risk and Reward</a>	Risk	2	1	CAN089	14.1
J/602/5950	<a href="#">Introduction to Financial Risk and Reward</a>	Risk	2	2	CAN090	14.1
Y/602/5953	<a href="#">Making Financial Decisions</a>	Risk	1	1	CAN093	14.1
D/602/5954	<a href="#">Making Financial Decisions</a>	Risk	1	2	CAN094	14.1

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

## Assessment Definitions

### Assessing Learning – Descriptors

#### Assessment activity

#### 1 Case Studies

Consideration of a particular, relevant situation or example, selected by the tutor or by learners, which enables learners to apply knowledge to specific situations. May be used as a collective / group activity and discussed in a group of learners or by an individual learner. Or may be used with individual learners as a written activity through case study materials and learner responses.

The learning may be assessed by:

- Tutor observation
- Class discussion
- One to one
- Group tutorial discussion

Evidence could include:

- Tutor record of observation
- Learner notes
- Summary of class discussion
- Tutorial notes
- Audio/video/photographic record

	Activity	Assessment	Evidence
<b>Level 1</b>	Case studies should be limited in range, familiar and require a narrow range of knowledge. Discussion should be structured and involve a limited degree of judgement (group or one-to-one). Written work should be structured and involve a limited degree of judgement.	Assessment through tutor observation, discussion or tutor assessment of written work.	Evidence could be; tutor record of observation, summary of discussion, learner notes, audio / video / photographic record or written work.
<b>Level 2</b>	Case studies should allow the application of knowledge in a number of areas and contexts. Discussion should be directed but should allow for a degree of autonomy (group). Written work should be directed but allow for a degree of autonomy (GL <sup>1</sup> = 500 words).	Assessment through peer assessment, self-assessment, tutor observation, or assessment of written work.	Evidence could be; tutor record, learner record, peer checklist, summary of discussion or audio / video / photographic record or written work.

#### 2 Written question and answer/test /exam

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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

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level 1</b>	Process should be informal and non-threatening. Questions should encourage learners to make use of knowledge rather than just testing recall.	Assessment by tutor or external marker (for exams / tests).	Evidence could be; written responses.
<b>Level 2</b>	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.

### 3 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

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level 1</b>	The essay subject should be simple and the response should be descriptive and not analytical or evaluative. A narrow range of applied knowledge and demonstration of basic comprehension would be expected. Learners should be given detailed information on how to structure the essay and on the criteria for achievement.	Assessment by the tutor.	Evidence could be; the essay and tutor feedback.
<b>Level 2</b>	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 = 500 words.	Assessment by the tutor.	Evidence could be; the essay and tutor feedback.

#### 4 Report

A record of an activity and / or a summary of research which presents information in a structured way. Does not include opinion, but may include analysis or evaluation. May be presented in written or oral form.

The learning may be assessed by:

- Tutor for written report.
- Tutor and / or peers for oral presentation of report.

Evidence could include:

- Written report with tutor feedback
- Notes for oral presentation with tutor and / or peer feedback.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level 1</b>	Report could be presented orally or in written format. Oral presentation should be informal. Information used in the report should be readily available and activities should be in familiar contexts. Learners should be clear on the expected structure and criteria for the report and given support on planning and presentation.	Assessment by tutor.	Evidence could be; a written report with tutor feedback or learner notes of oral presentation with tutor feedback.
<b>Level 2</b>	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 = 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.

## 5 Oral question and answer

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

The learning may be assessed through:

- Responses by both tutor and individual learners.

Evidence could include:

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

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level 1</b>	Process should be informal and should include both open and closed questions covering a narrow range of knowledge. Learners should be encouraged by the use of supplementary questions.	Assessment by tutor.	Evidence could be; tutor record / notes or audio / video record.
<b>Level 2</b>	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.

## 6 Written description

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

The learning may be assessed by:

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

Evidence could include:

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

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level 1</b>	Subjects should be limited in range, be familiar and require a narrow range of knowledge. Written work should be structured and involve limited degree of judgement.	Assessment through tutor assessment and discussion.	Evidence could be; tutor record of observation, summary of discussion and feedback or completed work.
<b>Level 2</b>	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.

## 7 Reflective log/diary

A description, normally in writing but may be oral, by the learner reflecting on how and what they have learned. Often completed at regular intervals during the learning process thus allowing discussion on individual progress and how further learning could be supported.

The learning may be assessed by:

- Learner, often supported through tutorial discussions with tutor.

Evidence could include:

- Log / diary (however this may be confidential and therefore not available for moderation).
- Tutorial notes.
- Tutor record.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level 1</b>	The reflection process should be written and may be in the form of brief, structured notes. Learner should be asked to record what they have learner at regular intervals and advised on what information to include. Learners should make limited judgements on what has been learned in terms of, for example, usefulness or interest.	Assessment by learner supported by tutor through tutorials.	Evidence could include; log / diary, tutorial notes and tutor record.
<b>Level 2</b>	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.	Assessment by learner supported by tutor through tutorials.	Evidence could include; log / diary, tutorial notes and tutor record.

## 8 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.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level 1</b>	Task should be selected with support from tutor to allow the demonstration of knowledge and skills in a range of predictable, structured and familiar contexts.	Assessment through tutor observation and questioning during at the end of the process.	Evidence could be; tutor record, learner notes, plans, reports, learner log or audio / video / photographic record.
<b>Level 2</b>	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.

## 9 Role play/simulation

Use of a situation selected by the tutor or by learners, to enable learners to practice and apply skills and to explore attitudes.

The learning may be assessed by:

- Tutor / peer observation.
- One to one tutorial.
- Discussion.
- Self-assessment.

Evidence could include:

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

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level 1</b>	Role-plays should be limited in range, be familiar and require a narrow range of skills. Role-plays should be structured and involve limited degree of learner choice.	Assessment through, tutor / peer observation, one to one tutorial, discussion and self-assessment.	Evidence could be; tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio / video / photographic record or learner log.
<b>Level 2</b>	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.	Assessment through tutor / peer observation, one to one tutorial, discussion and self-assessment.	Evidence could be; tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio / video / photographic record or learner log.

## 10 Practical demonstration

A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge.

The learning may be assessed by:

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

Evidence could include:

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

	Activity	Assessment	Evidence
<b>Level 1</b>	Practical demonstrations should be limited in range, be familiar and require a narrow range of skills and knowledge.	Assessment through tutor / peer observation, one to one tutorial, discussion and self-assessment.	Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio / video / photographic record and learner log.
<b>Level 2</b>	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.	Assessment through tutor / peer observation, one to one tutorial, discussion and self-assessment.	Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio / video / photographic record and learner log.

## 11 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.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level 1</b>	Discussions should be limited in range, cover topics that are familiar to the learner. These should require a narrow range of skills. The discussion should be structured and involve a limited degree of learner choice.	Assessment through tutor, peer observation, one to one tutorial discussion and self-assessment.	Evidence could include; tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio / video record and learner log.
<b>Level 2</b>	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.

## 12 Performance/exhibition

A performance or exhibition or music or drama with an audience, or a rehearsal or learner demonstration for individuals or groups.

The learning may be assessed by:

- Tutor, learner or peers, at end of performance through discussion and observation.

Evidence could include:

- Notes.
- Plans.
- Audio/video/photographic record of performance/exhibition.
- Tutor records.
- Peer records.
- Learner log.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level 1</b>	The performance / exhibition should be limited in range, familiar and require a narrow range of knowledge.	Assessment through peer assessment, self-assessment and / or tutor observation.	Evidence could include; tutor record, notes, plans, audio / video / photographic record of performance / exhibition, peer records, learner log and summary of feedback.
<b>Level 2</b>	The performance / exhibition should be chosen with tutor guidance to allow the demonstration of knowledge and understanding in a range of areas. Provide the opportunity for interpretation of the chosen piece.	Assessment through peer assessment, self-assessment and / or tutor observation.	Evidence could include; tutor record, notes, plans, audio / video / photographic record of performance / exhibition, peer records, learner log and summary of feedback.

### 13 Production of artefact

Production of a relevant artefact selected by the tutor or by learners, which enables learners to demonstrate skills and to apply knowledge.

The learning may be assessed by:

- Tutor / peer observation.
- One to one tutorial.
- Discussion.
- Self-assessment.

Evidence could include:

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

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level 1</b>	Artefact should be selected with support from tutor to allow the demonstration of skills and apply knowledge in a range of predictable, structured and familiar contexts.	Assessment through tutor, peer observation, one to one tutorial, discussion, self-assessment and questioning during and at end of process.	Evidence could be, tutor record, learner notes, plans, reports, learner log, audio / video / photographic record and completed artefact.
<b>Level 2</b>	Artefact should be selected with tutor guidance to allow the demonstration of skills and the application of knowledge in a range of areas and contexts. A degree of learner autonomy should be encouraged within the scope of the demonstration. The artefact should be completed within an agreed timescale.	Assessment through tutor / peer observation, one to one tutorial, discussion, self-assessment and questioning during and at end of process.	Evidence could be; tutor record, learner notes, plans, reports, learner log, audio / video / photographic record and completed artefact.

## 14 Practice file

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

The learning may be assessed through:

- Discussion with the tutor.

Evidence could include:

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

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level 1</b>	Practice evidence should demonstrate the application of a narrow range of skills and / or knowledge. Learners should be given detailed guidance on what documents would be appropriate, how the evidence should be presented, and on mapping to learning outcomes.	Assessment through discussion with the tutor.	Evidence could include; documents, learner notes and tutor comments.
<b>Level 2</b>	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.

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

[http://www.nocn.org.uk/qualifications\\_and\\_units/additional\\_qualification\\_documents](http://www.nocn.org.uk/qualifications_and_units/additional_qualification_documents).

Alternatively, centres can use their own paperwork provided they ensure that the learners' work is ordered and portfolio references provided as required.

## 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 NOCN.

Assessment task set	Centre
Assessment task approved	Centre (through internal verification)
Assessment task marked	Centre

### 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 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.

### 5.3 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.

### 5.4 Standardisation

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

## 6. Offering the qualifications

### Recognised Centres

If you are already recognised to offer NOCN qualifications and would like more information contact: [business-enquiries@nocn.org.uk](mailto:business-enquiries@nocn.org.uk).

If you are ready to add the qualification to your curriculum offer, please log in to the NOCN website, under Centres/Processes and Documents, and complete the 'Additional Qualification Approval Request Form,' which can then be returned to [business-enquiries@nocn.org.uk](mailto:business-enquiries@nocn.org.uk) for the attention of your Account and Sector Manager.

### New Centres

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

## 7. Quality Assurance and National Standardisation

### 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.

NOCN 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 NOCN.

### 7.2 Standardisation

Standardisation is a process that promotes consistency in the understanding and application of standards, as 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 NOCN standardisation if requested.

NOCN will notify Centres of the required sample for standardisation purposes. Assessment materials, learners' evidence and tutor feedback will be collected by External Verifiers on behalf of NOCN.

Outcomes from standardisation will be available to Centres through NOCN.

## 8. Appendix 1 – Unit Mapping

Unit mapping to **Every Child Matters Outcomes, Personal Learning and Thinking Skills Framework, Cross-curriculum Dimensions of Learning**

<b>EWB Unit Title</b>	<b>ECM Outcomes</b>	<b>PLTS Framework</b>	<b>Cross-Curriculum Dimensions of Learning</b>
Becoming a Critical Consumer	Make a Positive Contribution; Achieve Economic Well Being	Independent Enquirers; Reflective Learners	healthy lifestyles; global dimension and sustainable development; creativity and critical thinking
Business and the Community	Achieve Economic Well Being; Enjoy and Achieve	Creative Thinkers; Effective Participators	global dimension and sustainable development; enterprise; community participation
Career Development and Employability	Enjoy and Achieve; Make a Positive Contribution; Achieve Economic Well Being	Self Managers; Effective Participators; Reflective Learners	creativity and critical thinking ; global dimension and sustainable development; healthy lifestyles;
Enrichment activity - Economic Well-being	Any	Any	Any
Exploring Business and Enterprise	Achieve Economic Well Being; Make a Positive Contribution; Enjoy and Achieve	Team workers; Effective Participators; Self Managers	technology and media; global dimension and sustainable development; enterprise; identity and cultural diversity

Financial Literacy: Budgeting and Money Management	Be healthy; Enjoy and Achieve; Achieve Economic Well Being	Independent Enquirers; Self Managers	technology and media; global dimension and sustainable development; healthy lifestyles
Financial Literacy: Saving and Borrowing	Be healthy; Enjoy and Achieve; Achieve Economic Well Being	Independent Enquirers; Self Managers	technology and media; global dimension and sustainable development; healthy lifestyles
Interview Skills	Achieve Economic Well Being	Reflective Learners; Self Managers	identity and cultural diversity
Introduction to Financial Risk and Reward	Achieve Economic Well Being; Stay Safe; Be healthy;	Reflective Learners; Self Managers	global dimension and sustainable development; healthy lifestyles
Introduction to Trade Unions and Professional Associations	Make a Positive Contribution; Achieve Economic Well Being	Team workers; Effective Participators; Effective Participators	global dimension and sustainable development; community participation; identity and cultural diversity
Making Financial Decisions	Achieve Economic Well Being; Stay Safe;	Reflective Learners; Self Managers	global dimension and sustainable development; healthy lifestyles
Preparation for Work Experience	Achieve Economic Well Being; Make a Positive Contribution;	Reflective Learners; Team workers; Self Managers	global dimension and sustainable development
Preparing for an interview	Achieve Economic Well Being	Reflective Learners; Self Managers	identity and cultural diversity;
Preparing for Progression	Achieve Economic Well Being; Enjoy and Achieve;	Creative Thinkers; Self Managers; Independent Enquirers	creativity and critical thinking; technology and media

STEM Enrichment Activity	Achieve Economic Well Being; Make a Positive Contribution	Reflective Learners; Effective Participators	creativity and critical thinking; technology and media
Understanding Changing Patterns of Work	Achieve Economic Well Being; Make a Positive Contribution	Reflective Learners; Creative Thinkers	creativity and critical thinking; technology and media; global dimension and sustainable development
Understanding Employment Rights and Contracts	Achieve Economic Well Being; Make a Positive Contribution	Reflective Learners; Creative Thinkers	creativity and critical thinking; identity and cultural diversity; global dimension and sustainable development
Understanding Opportunities in Work Based Learning and Apprenticeships	Achieve Economic Well Being; Enjoy and Achieve	Creative Thinkers; Self Managers; Independent Enquirers	creativity and critical thinking; technology and media
Understanding Pay and Payslips	Achieve Economic Well Being; Make a Positive Contribution	Independent Enquirers	technology and media; community participation
Undertaking an Enterprise Project	Achieve Economic Well Being Make a Positive Contribution; Enjoy and Achieve	Reflective Learner Creative Thinkers; Team workers; Effective Participators Self Managers; Independent Enquirers	creativity and critical thinking; technology and media; global dimension and sustainable development; enterprise
Work Based Placement Work Experience	Achieve Economic Well Being; Make a Positive Contribution	Reflective Learners; Team workers; Self Managers	global dimension and sustainable development



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