PART OF nocn GROUP

QUALIFICATION SPECIFICATION

Entry Level Qualifications in Using Employability Skills

NOCN Entry Level Awards in Using Employability Skills (Entry 1, 2 & 3)

NOCN Entry Level Certificates in Using Employability Skills (Entry 1, 2 & 3)

NOCN Entry Level Diplomas in Using Employability Skills (Entry 1, 2)

Operational Start Date

1 November 2012

Version

6.0 – October 2026

To know more about NOCN:

- Visit the NOCN website: www.nocn.org.uk
- Call the Customer Service Team: **0300 999 1177**

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.

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1. About the qualifications

This suite of NOCN qualifications in Using Employability Skills has been designed to address the needs of learners working at Entry Level and in particular those with learning difficulties and disabilities. The qualifications ensure that all learners are given the same opportunities to access appropriate and relevant education and improve their life chances. The qualifications provide a foundation for lifelong learning focussing on transferable social, life and work skills which are essential for living and working in the community.

In devising this qualification framework, close attention has been paid to the ethos and principles of *Valuing Employment Now –The Delivery Plan* (2010), which aims to increase employment opportunities by 2026 for people with moderate and severe learning difficulties who have been left behind and are the furthest in accessing employment. Within the qualification design, there is a focus on supporting the aims and principles of the cross government strategy on access to employment for people with learning difficulties. The intention of these qualifications is to raise awareness of the opportunities that are available and to develop the abilities needed to access them. This in turn will contribute to increasing independence and self- determination and in doing so will enhance the learner's life experience and employment opportunities.

A wide range of providers (including colleges, schools, voluntary organisations and social organisations) have been requesting qualifications of this nature, as most current national frameworks do not meet the needs of learners with learning difficulties and disabilities. The qualifications have been developed in collaboration with providers of education for learners with a wide range of learning difficulties and disabilities as well as professionals in the field. The resulting qualification framework is a distillation of the work that has been done over the last few years. It recognises the benefit of acknowledging and celebrating the real achievements of those learners in areas that have often been neglected. There is a long history of learning for this group being recognised by local accreditation schemes with beneficial motivational effects on the learners.

Awards in Using Employability Skills

These qualifications will be of benefit to those learners who are beginning their journey towards employment by raising awareness and developing skills around issues that they are likely to face. Additionally they will also be useful for those learners who have already embarked on the journey and need to develop or further develop skills in specific vocational areas. This could form the basis of a programme for those learners currently in sheltered or residential establishments wishing to develop their skills towards employment.

Certificates in Using Employability Skills

These qualifications are designed to develop some of the basic skills needed to gain employment. The qualifications can build on previous achievement of an award but also allow for a more in depth look at some of the skill areas and ensure, through the range of units available, that a breadth of skill areas is covered.

Diplomas in Using Employability Skills

These qualifications build on previous achievement in the skills and knowledge required to gain employment. The range of units allows for more in depth learning in specific areas whilst ensuring that a breadth of essential skills for employment is developed.

The individual needs of learners are numerous and diverse. In order to address this, the qualifications are designed to cover a range of areas. Each qualification has units covering three elements; personal skills, preparation for work skills and vocational skills in a range of occupational areas. There is one mandatory unit, Action Planning to Improve Performance, in each qualification.

The qualifications available in this suite are listed below:

Qualification Number	Qualification Title	Credit Value	GLH	TQT
Entry 1				
600/6895/4	NOCN Entry Level Award in Using Employability Skills (Entry 1)	8	80	80
600/6896/6	NOCN Entry Level Certificate in Using Employability Skills (Entry 1)	14	140	140
600/6898/X	NOCN Entry Level Diploma in Using Employability Skills (Entry 1)	37	370	370
Entry 2				
600/6894/2	NOCN Entry Level Award in Using Employability Skills (Entry 2)	8	80	80
600/6897/8	NOCN Entry Level Certificate in Using Employability Skills (Entry 2)	14	140	140
600/6899/1	NOCN Entry Level Diploma in Using Employability Skills (Entry 2)	37	370	370
Entry 3				
600/6893/0	NOCN Entry Level Award in Using Employability Skills (Entry 3)	8	80	80
600/6900/4	NOCN Entry Level Certificate in Using Employability Skills (Entry 3)	14	140	140

Guided Learning Hours

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 7 hours a day for 3 days, depending on the course and learners.

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.

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.

Constructing an Individual Programme of Learning

It is essential that care is taken when designing or constructing a programme of units for an individual that their needs and views are taken into account. This should be an opportunity to design the curriculum around them. In addition a realistic approach needs to be taken when determining the learning aims of the individual and the purpose of the learning. It is likely that there will be many influences on the decisions that will need to be made which may include parents, carers and other professionals, economic considerations and the learner's abilities. The importance of excellent advice and guidance and initial assessment cannot therefore be over emphasised. Likewise on-going assessment of progress and suitability of the programme for the learner is also important.

The nature of the qualifications allows learners flexibility to change direction if the original course proves inappropriate or circumstances change. By substituting an alternative unit the learner may still achieve the overall qualification by a different route. The choice of units for a programme should be made carefully with an appreciation that not all units will be suitable for all learners. The key factor in the selection of units is that the learner should be able to benefit from the experience based on the areas that have been identified as requiring work within the mandatory unit. Therefore a unit that is too easy is not appropriate and neither is a unit that is too difficult.

Relationship with National Occupational Standards

The NOCN qualifications in Using Employability Skills do not relate to any National Occupational Standards (NOS).

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 qualifications in Using Employability Skills are designed for learners working at Entry Level and in particular those with learning difficulties and disabilities, and provide opportunities for learners to develop personal and social development skills and subject or vocational knowledge, skills and understanding. For many learners in this group, progression to employment is a difficult and lengthy process which is exacerbated by the lack of access to cohesive and focused provision.

These qualifications have been designed to accommodate a wide range of learner need within the target group, from those at school who are coming to an age where they are beginning the first tentative steps towards employment to those in an older age group who may have begun the journey to employment and faltered along the way. These qualifications offer the opportunity to build a personalised programme for an individual that addresses their specific needs and circumstances. It gives a focus for the learners and providers in planning and recognising this progress towards independence.

These qualifications can be delivered in a multi context environment by professional tutors and/or work based professionals. Generally the most appropriate setting for many of the vocational and work skills units is in a real life setting which extracts the maximum value from the experience and reinforces the context in which the learning is usefully applied.

As unitised qualifications, they lend themselves to partnership delivery through different agencies that may be involved with the learner, as long as an overview of the whole programme for an individual is shared with all partners and most importantly with the learner. For example a social services department, a sheltered housing association, a voluntary organisation and a local college could contribute to the progress towards a Using Employability Skills qualification for a learner, with each taking on different aspects of the programme according to their strengths.

For some learners the qualifications can be used as a continuous process. For other learners it may be that they need to develop or top up skills in specific areas depending on their circumstances.

Age Range

The qualifications are available for learners from **13** years.

The qualification is particularly suitable for learners:

- Working at Entry Level
- With learning difficulties and disabilities

Restrictions on Learner Entry

There are no restrictions on entry to the qualifications apart from an ability to benefit from the experience.

Entry Requirements

There are no specific requirements to begin these qualifications. However, careful advice and guidance needs to be given to prospective entrants to ensure they can benefit from any programme resulting from this and to ensure that the programme meets their needs.

Initial assessment of the level of the learner is also important to ensure the right programme is devised.

QCF Level Descriptors

Level	Summary	Knowledge and understanding	Application and action	Autonomy and accountability
Entry Level – Entry 1	Entry 1 recognises progress along a continuum that ranges from the most elementary of achievements to beginning to make use of skills, knowledge or understanding that relate to the immediate environment.			
Entry Level – Entry 2	Achievement at Entry 2 reflects the ability to make use of skills, knowledge and understanding to carry out simple, familiar tasks and activities with guidance.	Use knowledge or understanding to carry out simple, familiar activities. Know the steps needed to complete simple activities.	Carry out simple, familiar tasks and activities. Follow instructions or use rehearsed steps to complete tasks and activities.	With appropriate guidance begin to take some responsibility for the outcomes of simple activities. Actively participate in simple and familiar activities.
Entry Level – Entry 3	Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance where needed.	Use knowledge or understanding to carry out structured tasks and activities in familiar contexts. Know and understand the steps needed to complete structured tasks and activities in familiar contexts.	Carry out structured tasks and activities in familiar contexts. Be aware of the consequences of actions for self and others.	With appropriate guidance take responsibility for the outcomes of structured activities. Actively participate in activities in familiar contexts.

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 and 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 qualifications in Using Employability Skills are designed to provide a coherent progression route to employment in a wide range of vocational areas.

Progression from the Using Employability Skills Awards

Having achieved an Award in Using Employability Skills the learner may wish to build on a previous area of study. Depending on their needs and abilities, the learner may wish to concentrate on a specific focus of study in a particular vocational area. In addition those learners who have long term needs may wish to undertake a Diploma in Using Employability Skills. This gives the opportunity to build on and extend previous achievement and would be suitable for those who are moving into employment and require further training.

Progression from the Using Employability Skills Certificates

Those learners who have long term needs may wish to undertake a Diploma in Using Employability Skills which gives the opportunity to build and extend on previous achievement and would be suitable for those who are moving into employment and require further training. Learners may also wish to extend their skills in other core areas, such as literacy, numeracy or ICT.

Progression from the Using Employability Skills Diplomas

Learners may wish to extend their skills in other core areas, such as literacy, numeracy or ICT. Learners achieving a full Diploma may be ready to move into employment or further training in a specific vocational area.

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

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 for further details.

3. Achieving the qualification

Rules of Combination

The units within the NOCN qualifications in Using Employability Skills are available at Entry 1, Entry 2 and Entry 3. There is a mandatory unit within each qualification.

Awards in Using Employability Skills

To successfully achieve the **NOCN Entry Level Award in Using Employability Skills (Entry 1)** the learner must complete 8 credits. They must achieve:

- 2 credits from the unit in the Mandatory Group
- 4 credits from Optional Group A
- 2 credits from Optional Group B

To successfully achieve the **NOCN Entry Level Award in Using Employability Skills (Entry 2)** the learner must complete 8 credits. They must achieve:

- 2 credits from the unit in the Mandatory Group
- 4 credits from Optional Group A
- 2 credits from Optional Group B

To successfully achieve the **NOCN Entry Level Award in Using Employability Skills (Entry 3)** the learner must complete 8 credits. They must achieve:

- 2 credits from the unit in the Mandatory Group
- 4 credits from Optional Group A
- 2 credits from Optional Group B

Certificates in Using Employability Skills

To successfully achieve the **NOCN Entry Level Certificate in Using Employability Skills (Entry 1)** the learner must complete 14 credits. They must achieve:

- 2 credits from the unit in the Mandatory Group
- 8 credits from Optional Group A
- 2 credits from Optional Group B
- 2 credits from any combination of units in Optional Groups A and B

To successfully achieve the **NOCN Entry Level Certificate in Using Employability Skills (Entry 2)** the learner must complete 14 credits. They must achieve:

- 2 credits from the unit in the Mandatory Group
- 8 credits from Optional Group A
- 2 credits from Optional Group B
- 2 credits from any combination of units in Optional Groups A and B

To successfully achieve the **NOCN Entry Level Certificate in Using Employability Skills (Entry 3)** the learner must complete 14 credits. They must achieve:

- 2 credits from the unit in the Mandatory Group
- 8 credits from Optional Group A
- 2 credits from Optional Group B
- 2 credits from any combination of units in Optional Groups A and B

Diplomas in Using Employability Skills

To successfully achieve the **NOCN Entry Level Diploma in Using Employability Skills (Entry 1)** the learner must complete 37 credits. They must achieve:

- 2 credits from the unit in the Mandatory Group
- 16 credits from Optional Group A
- 2 credits from Optional Group B
- 17 credits from any combination of units in Optional Groups A and B

To successfully achieve the **NOCN Entry Level Diploma in Using Employability Skills (Entry 2)** the learner must complete 37 credits. They must achieve:

- 2 credits from the unit in the Mandatory Group
- 16 credits from Optional Group A
- 2 credits from Optional Group B
- 17 credits from any combination of units in Optional Groups A and B

Achievement Methodology

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

In summary:

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

4. The qualification units

The units are the same for the Award, Certificate and Diploma at each level, so the units will be listed once per level.

NOCN Entry Level Award, Certificate and Diploma in Using Employability Skills - (Entry 1)

Mandatory Group

Ofqual Unit Code	Unit Title	Mandatory or Optional	Credit Value	Level	Sector
L/504/1234	Action Planning to Improve Performance	Mandatory	2	E1	14.2

Optional Group A

J/504/1233	Preparing for and Taking Part in an Interview	Optional	2	E1	14.2
R/504/1235	Applying for Jobs and Courses	Optional	2	E1	14.2
T/504/1230	Building Confidence and Self Esteem	Optional	2	E1	14.2
A/504/1407	Dealing with Problems at Work	Optional	2	E1	14.1
F/504/1408	Decision Making in the Work Place	Optional	2	E1	14.1
J/504/1409	Follow Instructions in the Work Place	Optional	2	E1	14.2
A/504/1410	Health and Safety Procedures in the Work Place	Optional	2	E1	14.2
A/504/1231	Making Career Choices	Optional	2	E1	14.2
J/504/1281	Travelling to and from Work	Optional	2	E1	14.2
K/504/1404	Using Communication Skills in a Work Place	Optional	2	E1	14.2
R/504/1283	Using ICT Skills in a Work Place	Optional	2	E1	14.2
Y/504/1284	Using Number Skills in a Work Place	Optional	2	E1	14.2
Y/504/1415	Using Writing Skills in a Work Place	Optional	2	E1	14.2
D/504/1416	Working with Others	Optional	2	E1	14.2
F/504/1232	Managing Money	Optional	1	E1	14.1
R/504/1414	Using Reading Skills in a Work Place	Optional	2	E1	14.2
F/504/1280	Looking and Acting the Part in the Work Place	Optional	2	E1	14.1

Optional Group B

D/504/1237	Carry out a Practical Activity In the Work Place	Optional	2	E1	14.2
H/504/1238	Feeding Animals	Optional	2	E1	14.2
F/504/1411	Induction to Work	Optional	2	E1	14.2
K/504/1239	Making a Product	Optional	2	E1	14.2
L/504/1413	Reading and Writing Key Words in a Work Place	Optional	1	E1	14.2
D/504/1240	Undertaking an Enterprise Project	Optional	2	E1	14.2
H/504/1241	Using ICT Equipment in the Work Place	Optional	2	E1	14.2
K/504/1242	Working as a Caretaker	Optional	2	E1	14.2
M/504/1243	Working as a Cleaner	Optional	2	E1	14.2
T/504/1244	Working as a Volunteer	Optional	2	E1	1.3
Y/504/1236	Working in a Care Environment	Optional	2	E1	14.2
H/504/1255	Working in a Garage	Optional	2	E1	14.2
K/504/1256	Working in an Office	Optional	2	E1	14.2
M/504/1257	Working in Catering	Optional	2	E1	14.2
T/504/1261	Working in Horticulture	Optional	2	E1	14.2
Y/504/1267	Working in Hospitality	Optional	2	E1	14.2
A/504/1245	Working in Retail	Optional	2	E1	14.2
L/504/1248	Working on a Farm	Optional	2	E1	14.2

NOCN Entry Level Award, Certificate and Diploma in Using Employability Skills - (Entry 2)

Mandatory Group

Ofqual Unit Code	Unit Title	Mandatory or Optional	Credit Value	Level	Sector
L/504/1296	Action Planning to Improve Performance	Mandatory	2	E2	14.2

Optional Group A

R/504/1297	Applying for Jobs and Courses	Optional	2	E2	14.2
Y/504/1298	Building Confidence and Self Esteem	Optional	2	E2	14.2
M/504/1470	Follow Instructions in the Work Place	Optional	2	E2	14.2
T/504/1471	Health and Safety Procedures in the Work Place	Optional	2	E2	14.2
T/504/1292	Making Career Choices	Optional	2	E2	14.2
J/504/1295	Preparing for and Taking Part in an Interview	Optional	2	E2	14.2
J/504/1474	Travelling to and from Work	Optional	2	E2	14.2
L/504/1475	Understanding a Pay Slip	Optional	1	E2	14.2
R/504/1476	Using Communication Skills in a Work Place	Optional	2	E2	14.2
D/504/1478	Using ICT Skills in a Work Place	Optional	2	E2	14.2
Y/504/1463	Using Number Skills in a Work Place	Optional	2	E2	14.2
D/504/1464	Using Reading Skills in a Work Place	Optional	2	E2	14.2
H/504/1465	Using Writing Skills in a Work Place	Optional	2	E2	14.2
K/504/1466	Working with Others	Optional	2	E2	14.2
M/504/1288	Looking and Acting the Part in the Work Place	Optional	2	E2	14.1
M/504/1467	Dealing with Problems at Work	Optional	2	E2	14.1
T/504/1468	Decision Making in the Work Place	Optional	2	E2	14.1
A/504/1293	Managing Money	Optional	1	E2	14.1

Optional Group B

M/504/1307	Carry out a Practical Activity in the Work Place	Optional	2	E2	14.2
T/504/1308	Feeding Animals	Optional	2	E2	14.2
F/504/1473	Induction to Work	Optional	2	E2	14.2
D/504/1450	Making a Product	Optional	2	E2	14.2
J/504/1300	Undertaking an Enterprise Project	Optional	2	E2	14.2
R/504/1302	Using ICT Equipment in the Workplace	Optional	2	E2	14.2
H/504/1451	Working as a Caretaker	Optional	2	E2	14.2
K/504/1452	Working as a Cleaner	Optional	2	E2	14.2
Y/504/1303	Working as a Volunteer	Optional	2	E2	1.3
K/504/1306	Working in a Care Environment	Optional	2	E2	14.2
J/504/1457	Working in a Garage	Optional	2	E2	14.2
L/504/1458	Working in an Office	Optional	2	E2	14.2
R/504/1459	Working in Catering	Optional	2	E2	14.2
L/504/1461	Working in Horticulture	Optional	2	E2	14.2
R/504/1462	Working in Hospitality	Optional	2	E2	14.2
M/504/1453	Working in Retail	Optional	2	E2	14.2
T/504/1454	Working on a Farm	Optional	2	E2	14.2
F/504/1456	Working with Animals	Optional	2	E2	14.2

NOCN Entry Level Award, Certificate in Using Employability Skills - (Entry 3)

Mandatory Group

Ofqual Unit Code	Unit Title	Mandatory or Optional	Credit Value	Level	Sector
Y/504/1625	Action Planning to Improve Performance	Mandatory	2	E3	14.2

Optional Group A

Y/504/1480	Applying for Jobs and Courses	Optional	2	E3	14.2
D/504/1481	Building Confidence and Self Esteem	Optional	2	E3	14.2
T/504/1678	Dealing with Problems at Work	Optional	2	E3	14.1
T/504/1681	Decision Making in the Work Place	Optional	2	E3	14.1
J/504/1684	Follow Instructions in the Work Place	Optional	2	E3	14.2
Y/504/1687	Health and Safety Procedures in the Work Place	Optional	2	E3	14.2
H/504/1482	Looking and Acting the Part in the Work Place	Optional	2	E3	14.1
M/504/1484	Making Career Choices	Optional	2	E3	14.2
H/504/1692	Travelling to and from Work	Optional	2	E3	14.2
J/504/1698	Using Communication Skills in a Work Place	Optional	2	E3	14.2
L/504/1699	Using ICT Skills in a Work Place	Optional	2	E3	14.2
T/504/1700	Using Number Skills in a Work Place	Optional	2	E3	14.2
A/504/1701	Using Reading Skills in a Work Place	Optional	2	E3	14.2
F/504/1702	Using Writing Skills in a Work Place	Optional	2	E3	14.2
T/504/1695	Working with Others	Optional	2	E3	14.2
T/504/1485	Managing Money	Optional	1	E3	14.1
Y/504/1673	Understanding a Pay Slip	Optional	1	E3	14.2
D/504/1626	Preparing for and Taking Part in an Interview	Optional	2	E3	14.2

Optional Group B

Y/504/1639	Carry out a Practical Activity in the Work Place	Optional	2	E3	14.2
M/504/1646	Feeding Animals	Optional	2	E3	14.2
Y/504/1690	Induction to Work	Optional	2	E3	14.2
A/504/1651	Making a Product	Optional	2	E3	14.2
J/504/1653	Undertaking an Enterprise Project	Optional	2	E3	14.2
H/504/1627	Using ICT Equipment in a Work Place	Optional	2	E3	14.2
K/504/1628	Working as a Caretaker	Optional	2	E3	14.2
K/504/1631	Working as a Cleaner	Optional	2	E3	14.2
F/504/1635	Working as a Volunteer	Optional	2	E3	1.3
L/504/1637	Working in a Care Environment	Optional	2	E3	14.2
R/504/1669	Working in a Garage	Optional	2	E3	14.2
J/504/1670	Working in an Office	Optional	2	E3	14.2
R/504/1655	Working in Catering	Optional	2	E3	14.2
K/504/1659	Working in Horticulture	Optional	2	E3	14.2
H/504/1661	Working in Hospitality	Optional	2	E3	14.2
M/504/1663	Working in Retail	Optional	2	E3	14.2
F/504/1666	Working on a Farm	Optional	2	E3	14.2
L/504/1668	Working with Animals	Optional	2	E3	14.2

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

Assessing Learning – Descriptors

Assessment Activity

Written question and answer/test /exam

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

The learning may be assessed through:
- Responses by individual learners.
- May make use of on-line assessment.

Evidence could include:
- Written questions
- Learner responses
- Tutor feedback

	Activity	Assessment	Evidence
Entry Level	Process should be informal and non-threatening and questions should cover a narrow range of areas. Possible use of multi-choice questions.	Assessment by tutor.	Evidence could be; written responses.

Oral question and answer

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

The learning may be assessed through:
- Responses by both tutor and individual learners.

Evidence could include:
- Tutor record/notes
- Learner notes or log
- Audio / video record

	Activity	Assessment	Evidence
Entry Level	Process should be informal and non-threatening and questions should cover a narrow range of areas. Learners should be supported in answering and given a number of opportunities to respond.	Assessment by tutor.	Evidence could be; tutor / record notes or audio / video record.

Written description

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

The learning may be assessed by:
- Tutor.
- One to one tutorial.
- Discussion.

Evidence could include:
- Tutor record of observation.
- Learner notes.
- Tutorial notes.
- Completed report.
- Charts.
- Plans.

	Activity	**Assessment**	**Evidence**
Entry Level	Subjects should be simple and familiar to learner. Written work should be short, structured and supervised.	Assessment through tutor assessment and discussion.	Evidence could be; tutor record of observation and feedback, summary of discussion or completed work.

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.

	Activity	Assessment	Evidence
Entry Level	Role-plays should be simple with scenarios that are familiar to the learner. Role-plays should be short, structured and supervised.	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.

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
Entry Level	Practical demonstrations should be simple with situations that the learner is familiar with. They should be short, structured and supervised.	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 and learner log.

Group discussion

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

The learning may be assessed by:
- Tutor.
- Peer observation.
- One to one tutorial.

- Discussion.
- Self-assessment.

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

	Activity	Assessment	Evidence
Entry Level	Discussions should be simple with subjects that are familiar to the learner. The discussion should be short, structured and supervised.	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.

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.

	Activity	Assessment	Evidence
Entry Level	The performance / exhibition should be simple, informal and supervised.	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.

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.

	Activity	**Assessment**	**Evidence**
Entry Level	Artefact should be simple, familiar and informal. Its production should be supervised and involve repetitive and predictable processes.	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.

Project

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

The learning may be assessed by:
- Tutor, learner or peers, during and at the end of process through discussion and observation.

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

	Activity	Assessment	Evidence
Entry Level	Task should be simple, familiar, informal and supervised. It should involve repetitive and predictable processes.	Assessment through tutor observation and questioning during and at end of process.	Evidence could include, tutor record, learner notes, plans, reports, learner log or audio / video / photographic record.

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

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 qualification is 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.

The nature of the qualifications is such that there is a varied and wide number of subject areas and unit titles to choose from. Individual learning programmes therefore are essential to ensure an appropriate and useful experience for learners.

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 descriptors above. These include a general description of the activity and details on how that method can be applied and what evidence is appropriate at Entry Level. 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. Please see Appendix 1 for an example tracking sheet.

5.4 Standardisation

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

5.5 Creating Assessment Opportunities

The initial and on-going assessment should be used to ensure that the learner is being offered assessment at a level that extends them without making it impossible to achieve. A learner therefore is not expected to be assessed at the end of the programme at the same level that they were originally achieving unless this is as part of a programme of ensuring retention.

The units themselves are not a delivery schedule but an assessment schedule. The content of delivery should be tailored to suit the needs of the learners whilst addressing the underlying skills and knowledge represented in the learning outcomes and assessment criteria. It is important to remember that the learning experience is not, and should not be, confined to the assessment criteria otherwise there is a tendency to provide a very rigid and ultimately unfulfilling experience.

Opportunities should be sought for integrating the assessment of criteria from other units into the delivery of a coherent activity. Natural performance of evidence is also an excellent form of assessment as it is more likely to produce valid reliable results. Obviously this approach requires robust tracking and recording systems. An example of a tracking sheet is included for information in Appendix 1. A blank Word version of the tracking sheet for use by Centres is available upon request from NOCN.

In any activity, real or realistic encounters are more appropriate to ensure that the application of the skills and knowledge being learned are reinforced in the right context rather than in isolation. This is particularly true for these qualifications which are designed to develop using employability skills, and should wherever possible be delivered in the context of Supported Employment. Whilst this may not always be possible or feasible from a practical or even a health and safety point of view, attempts should be made to ensure that any simulations are as realistic as possible.

Assessment methods should be used that are appropriate to the criteria being undertaken and in many instances this may be the observation or demonstration by the learner of a particular skill. This could be evidenced by witness statements, possibly supplemented by photographs or other visual recording methods, in accordance with current safeguarding requirements. Knowledge based assessment could also arise from oral question and answer or in natural conversation. The evidencing of this may well be by a tutor making notes of what was said or communicated and the circumstances in which this occurred.

The interpretation of assessment criteria should take into account the sub level of the unit (i.e. Entry 1, Entry 2 and Entry 3) based on the level descriptors provided, as this will help determine the amount of support that a learner legitimately can receive in the performance of the learning criteria.
The compilation of evidence should be cross referenced to the criteria of the units for ease of assessment and verification. The evidence and / or portfolio would normally be done by or in conjunction with the learner and, although the content may be made up of witness statements and collaborative evidence, the learners own comments and input would be valuable not only to an assessor and verifier, but also to the learner themselves as a record of their activity and achievement.

5.6 Health and Safety for Pre-16 learners

Centres must undertake thorough risk assessments to ensure the safety of learners at all times, particularly focusing on the vocational taster units which require the learners to identify and use tools relevant to the job role. Learners must be supervised at all times when using tools and any work experience will be in a secure environment and will be supervised at all times. Centres will be required to produce risk assessments and up to date Health and Safety policies when they request approval to deliver the qualifications.

6. Offering the qualification

Recognised Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering the NOCN qualifications in Using Employability Skills, please contact: 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 for the attention of your Account and Sector Manager.

If you will be offering the qualification to pre-16 learners you will be required to produce risk assessments and up to date Health and Safety policies when requesting to deliver these qualifications.

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 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.

7.2 Standardisation

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 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.

Appendix 1 – Example Tracking Sheet

A blank version of this form is available upon request from NOCN for Centre use.

UNIT TRACKING

LEARNER NAME:		*Peter Jones*	
ULN:		*ASi689*	
Unit Title:		*Action Planning to Improve Performance*	
Unit Reference:			
Level:	*Entry 1*	**Credit Value:**	*2*

Learning Outcomes and Assessment Criteria	**Evidence Description / Location and Assessor Comments**
LO 1 Be able to recognise his/her strengths.	*These sections to be completed by assessor.*
AC. 1.1 Recognise, from given material, three of his/her strengths.	
LO 2 Be able to recognise areas for self improvement.	
AC2.1 Choose, from given material, one priority area for self improvement.	
LO 3 Be able to identify a personal target for improvement.	
AC.3.1 Recognise, from given material, one target which will help to improve his/her performance in the priority area.	
AC 3.2 Communicate the target and how it might be achieved.	

Name of Assessor	**Date**
Signature	
Name of Internal Verifier	**Date**
Signature	
Name of External Verifier	**Date**
Signature	

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