



PART OF **nocn** GROUP

QUALIFICATION SPECIFICATION

NOCN Employability Skills Qualifications

NOCN Entry Level Certificate in Employability Skills (Entry 1)

Qualification No: 603/6740/4

NOCN Entry Level Certificate in Employability Skills (Entry 2)

Qualification No: 603/6742/8

NOCN Entry Level Certificate in Employability Skills (Entry 3)

Qualification No: 603/6743/X

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To know more about NOCN:

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

www.nocn.org.uk

Introduction

NOCN is a market-leading awarding organisation that has been providing qualifications for a wide range of centres, including FE colleges and training providers, for 30 years both in the UK and internationally.

We work with centres to deliver a high quality and flexible service for learners to underpin our passionate belief in the power of education and its impact on communities and individuals.

We offer all the advantages of being with a national awarding organisation with a diverse portfolio of qualifications, alongside providing a personalised, bespoke, service to our centres and learners.

As an accredited Leader in Diversity we are proud of our reputation as a provider of fully accessible, trusted and flexible qualifications.

About NOCN Group

NOCN is part of NOCN Group, a progressive educational charity whose core aims are to help learners reach their potential and organisations thrive. The group includes business units specialising in regulated UK and international qualifications, end point assessment, Access to Higher Education, endorsed and assured short courses, Smart job cards, assessment services, consultancy, and research.

NOCN Group shares a joint purpose to offer learners, training providers, employers and FE colleges a fully integrated range of learning and skills development products and services.

About the qualification

This document is a resource for NOCN centres who wish to offer the NOCN Entry Level Certificates in Employability Skills at Entry 1, 2 or 3.

Qualifications at a Glance

Title	Size
<p>NOCN Entry Level Certificate in Employability Skills (Entry 1) NOCN Entry Level Certificate in Employability Skills (Entry 2) NOCN Entry Level Certificate in Employability Skills (Entry 3)</p>	<p>Each Certificate is 14 credits.</p>
Purpose	Target Audience
<p>The NOCN Entry Level Certificates in Employability Skills have been designed to enable the selection of optional units to suit the diverse needs of learners. Learners can achieve a spiky profile of units at Entry 1, Entry 2 and Entry 3, provided that the unit rule of combination is met.</p>	<p>For learners working at Entry Level and, in particular, those with learning difficulties and disabilities.</p>
Content Overview	Entry Requirements
<p>Optional units include: Development units to prepare learners for the work place e.g. decision making, dealing with problems. Communication, ICT and Number Skills needed for the work place. Vocational taster units – Caretaking, Cleaning, Volunteering, Care Environment, Garage, Office, Catering, Horticulture, Hospitality, Retail, Farm/Animals.</p>	<p>There are no formal entry requirements. Learners must be aged 14 years or over.</p>
Assessment	Resources
<p>Portfolio assessment.</p>	<p>Not available.</p>

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1. Overview of Qualification

The NOCN qualifications in Employability Skills are designed for learners working at Entry Level and, in particular, those with learning difficulties and disabilities. These qualifications were developed to ensure that all learners are given the same opportunities to access education and improve their life chances.

The NOCN Entry Level Certificates in Employability Skills have been designed to enable the **selection from a wide range of optional units to suit the diverse needs of learners.**

Centres can, potentially, select a “spiky” profile of units in the Entry 1, 2 or 3 Certificates, provided that the individual qualification’s unit rule of combination is met.

1.1. Entry Requirements

There are no formal entry requirements for learners undertaking 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. Providers need to be aware that a learner may operate at different levels for different elements of their programme and make provision for this. The qualification design is built to enable achievement of a “spiky profile”, where appropriate.

This qualification is available to learners aged **14** years or over.

1.2. Progression Routes

Achievement of these qualifications confirms the learner has gained the knowledge and skills required to progress onto:

- Qualifications that extend their skills in other areas such as Entry 1, 2, or 3 Awards in English Skills or Mathematics Skills or Entry Level 2 Basic Digital Skills.
- From an Entry 1 or 2 Certificate in Employability Skills to an Entry 3 Award, Certificate, Extended Certificate or Diploma in Preparing for Further Learning or Employment – allowing a spiky profile of Entry 1, 2 or 3 units.
- A Level 1 Award, Certificate or Diploma in Skills for Employment, Training and Personal Development.

2. Qualification Details

2.1. Certificates in Employability Skills

The qualifications available in this suite are listed below.

Qualification Number	Qualification Title	Credit Value	GLH	TQT
603/6740/4	NOCN Entry Level Certificate in Employability Skills (Entry 1)	14	140	140
603/6742/8	NOCN Entry Level Certificate in Employability Skills (Entry 2)	14	140	140
603/6743/X	NOCN Entry Level Certificate in Employability Skills (Entry 3)	14	140	140

The unit rules of combination for each Certificate at the different Entry Levels can be found below:

Entry 1

To successfully achieve this qualification, learners must complete 14 credits. The learner must complete 8 credits at the level of the qualification, Entry 1. The remaining 6 credits can be achieved at Entry 1, 2 or 3. Units with the same title at different Entry Levels are barred against each other.

Entry 2

To successfully achieve this qualification, learners must complete 14 credits. The learner must complete 8 credits at the level of the qualification, Entry 2. The remaining 6 credits can be achieved at Entry 1, 2 or 3. Units with the same title at different Entry Levels are barred against each other.

Entry 3

To successfully achieve this qualification, learners must complete 14 credits. The learner must complete 8 credits at the level of the qualification, Entry 3. The remaining 6 credits can be achieved at Entry 1, 2 or 3. Units with the same title at different Entry Levels are barred against each other.

2.2. 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 teacher 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.

2.3. Assessment and Evidence

The assessment for each of these qualifications is set and marked by centres. Assessment activity must ensure that learners have the opportunity to provide evidence of achievement against **all** of the assessment criteria specified within each component they are studying. To be awarded a qualification, learners must provide evidence of achievement against all of the assessment criteria for the components they are studying. No compensation across assessment criteria or across components is allowed.

Centres must ensure that knowledge based learning is at the correct level for the qualification

Assessment activities must be robust in that they are

- Valid** Fit for purpose in that they are suitable for the identified assessment criteria and offer the learner the opportunity to demonstrate achievement at the required level.
- Sufficient** Provide the opportunity for the learner to provide adequate evidence, showing full coverage of the requirements of the assessment criteria.
- Reliable** Generate clear and consistent outcomes recognising that the activities may be applied to differing scenarios and in different contexts, with different learners. The evidence sought by the activity must be able to be assessed and result in assessment decisions that are consistent across all assessors and centres offering the qualification. Assessment activities should not deliberately offer an unfair advantage to or disadvantage specific groups of learners.
- Authentic** Evidence presented must be the learner's own work.

This qualification is graded at Pass/Fail.

2.4. Fair and Equitable Assessment

Assessment must be designed to be accessible and inclusive and the assessment methodology must be appropriate for individual assessment, giving due consideration to any assessment requirements attached to individual components.

2.5. 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.

2.6. Recognised Prior Learning

Recognising Prior Learning is an assessment process that recognises learning that has its origins in a learner’s experience and/or previous formal and informal learning contexts. This includes knowledge and skills gained within school, college, university and outside formal learning situations such as through life, employment, apprenticeships and other work experiences.

NOCN is committed to the Recognition of Prior Learning (RP) and has developed a policy and procedures to inform and support centres. This is available on the NOCN website at www.nocn.org.uk

2.7. Assessment and Evidence for the Components

2.7.1. 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 the 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 of 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.

2.7.2. 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 quality assured by an Internal Quality Assurer at the Centre
- The portfolios of assessed evidence are externally quality assured by an External Quality Assurer 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.

2.7.3. Unit Assessment

Achievement of units is through internally set, internally marked, internally quality assured and externally quality assured 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 Quality Assurer before use to ensure that they are fit for purpose. Centre devised assessments will be scrutinised by the External Quality Assurer to ensure reliability and validity of assessment.

2.7.4. 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.

2.7.5. 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.

2.7.6. Standardisation

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

2.7.7. Creating Assessment Opportunities

An initial and ongoing 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.

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 in Appendix 1 of this Qualification Specification.

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. 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 some 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), 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.

2.7.8. 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.

3. Centre Information

3.1. Required Resources for Delivering the Qualification

Staff involved in the delivery of these qualifications must be competent in the role they undertake. The roles for these qualifications are Tutor/Assessor and Internal Quality Assurer.

3.1.1. Tutor/Assessor Requirements

Tutors/Assessors:

- are expected to hold, or be registered as working towards, a recognised education and training qualification with a plan in place to achieve the qualification within 12 months
- must have knowledge/experience of the subject area
- must have experience of delivering training in this subject area or, as a minimum, be part of a team that has experience of delivering training in this subject area.

Tutors/Assessors must be competent assessors. They must have experience of carrying out assessment or, as a minimum, be part of a team that has experience of carrying out assessment. It is good practice for Tutors/Assessors to hold, or be working towards, a recognised assessing qualification.

3.1.2. Internal Quality Assurer Requirements

Each centre must have internal quality assurance policies and procedures in place to ensure that decisions made by Tutors/Assessors are appropriate, consistent, fair and transparent, and that they do not discriminate against any learner. The policies and procedures must be sufficient to secure the quality of the award, ensuring validity, reliability and consistency.

Internal quality assurers must have:

- an understanding of the subject area
- experience in carrying out internal quality assurance activities or, as a minimum, be part of a team that has experience of carrying out internal quality assurance activities.

It is good practice for internal quality assurers to hold, or be registered as working towards, a recognised internal quality assurance qualification.

3.1.3. Joint Roles

Staff may be both Tutor/Assessors and Internal Quality Assurers but Tutor/Assessors cannot internally quality assure any assessment they have carried out themselves. The internal quality assurer must be independent of the Tutor/Assessor.

3.1.4. Continuing Professional Development (CPD)

Centres are expected to support their staff, ensuring that their subject knowledge remains current and that their members of staff are up to date with regards to best practice in teaching, assessment and quality assurance.

3.1.5. External Quality Assurance

Once recognised as a Centre, NOCN will allocate an External Quality Assurer. The External Quality Assurer will have ongoing responsibility for monitoring the Centre's compliance with the requirements of centre recognised status.

The External Quality Assurer will make regular visits to all Centres. During these visits he/she will:

- Monitor the Centre's compliance with the Centre Recognition agreement by reviewing course documentation, meeting managers, tutors, internal quality assurers, learners and administrative staff.
- Verify recommendations for achievement submitted by the centre via Quartzweb.

Refer to the **NOCN Quality Assurance User Guide** for further information on the External Quality Assurance process.

3.2. Offering the Qualification

Existing Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering this qualification, please contact: business-enquiries@nocn.org.uk.

Use Horizon to add this qualification to your centre.

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.

4. Component Information

These qualifications consist of optional components.

To achieve these qualifications a learner **must** provide evidence of achievement against **all** of the assessment criteria within each component they are studying. However, a number of assessment criteria can be assessed through one activity using holistic assessment which focuses on the whole work activity rather than specific component of a qualification.

This suite of qualifications consists of units at all Entry Levels.

The link to the hyperlinked list of components can be found on the website.

<https://www.nocn.org.uk/products/qualifications/>

Qualification Optional Units

Ofqual unit code	Optional Unit Title	Credit Value	Level
L/504/1234	Action Planning to Improve Performance	2	E1
L/504/1296	Action Planning to Improve Performance	2	E2
Y/504/1625	Action Planning to Improve Performance	2	E3
R/504/1235	Applying for Jobs and Courses	2	E1
R/504/1297	Applying for Jobs and Courses	2	E2
Y/504/1480	Applying for Jobs and Courses	2	E3
T/504/1230	Building Confidence and Self Esteem	2	E1
Y/504/1298	Building Confidence and Self Esteem	2	E2
D/504/1481	Building Confidence and Self Esteem	2	E3
D/504/1237	Carry Out a Practical Activity in the Work Place	2	E1
M/504/1307	Carry Out a Practical Activity in the Work Place	2	E2
Y/504/1639	Carry Out a Practical Activity in the Work Place	2	E3
A/504/1407	Dealing with Problems at Work	2	E1
M/504/1467	Dealing with Problems at Work	2	E2
T/504/1678	Dealing with Problems at Work	2	E3
F/504/1408	Decision Making in the Work Place	2	E1
T/504/1468	Decision Making in the Work Place	2	E2
T/504/1681	Decision Making in the Work Place	2	E3
H/504/1238	Feeding Animals	2	E1
T/504/1308	Feeding Animals	2	E2

Ofqual unit code	Optional Unit Title	Credit Value	Level
M/504/1646	Feeding Animals	2	E3
J/504/1409	Follow Instructions in the Work Place	2	E1
M/504/1470	Follow Instructions in the Work Place	2	E2
J/504/1684	Follow Instructions in the Work Place	2	E3
A/504/1410	Health and Safety Procedures in the Work Place	2	E1
T/504/1471	Health and Safety Procedures in the Work Place	2	E2
Y/504/1687	Health and Safety Procedures in the Work Place	2	E3
F/504/1411	Induction to Work	2	E1
F/504/1473	Induction to Work	2	E2
Y/504/1690	Induction to Work	2	E3
F/504/1280	Looking and Acting the Part in the Work Place	2	E1
M/504/1288	Looking and Acting the Part in the Work Place	2	E2
H/504/1482	Looking and Acting the Part in the Work Place	2	E3
K/504/1239	Making a Product	2	E1
D/504/1450	Making a Product	2	E2
A/504/1651	Making a Product	2	E3
A/504/1231	Making Career Choices	2	E1
T/504/1292	Making Career Choices	2	E2
M/504/1484	Making Career Choices	2	E3
F/504/1232	Managing Money	1	E1
A/504/1293	Managing Money	1	E2

Ofqual unit code	Optional Unit Title	Credit Value	Level
T/504/1485	Managing Money	1	E3
J/504/1233	Preparing for and Taking Part in an Interview	2	E1
J/504/1295	Preparing for and Taking Part in an Interview	2	E2
D/504/1626	Preparing for and Taking Part in an Interview	2	E3
L/504/1413	Reading and Writing Key Words in a Work Place	1	E1
J/504/1281	Travelling to and from Work	2	E1
J/504/1474	Travelling to and from Work	2	E2
H/504/1692	Travelling to and from Work	2	E3
L/504/1475	Understanding a Pay Slip	1	E2
Y/504/1673	Understanding a Pay Slip	1	E3
D/504/1240	Undertaking an Enterprise Project	2	E1
J/504/1300	Undertaking an Enterprise Project	2	E2
J/504/1653	Undertaking an Enterprise Project	2	E3
K/504/1404	Using Communication Skills in a Work Place	2	E1
R/504/1476	Using Communication Skills in a Work Place	2	E2
J/504/1698	Using Communication Skills in a Work Place	2	E3
H/504/1241	Using ICT Equipment in the Work Place	2	E1
R/504/1302	Using ICT Equipment in the Work Place	2	E2
H/504/1627	Using ICT Equipment in the Work Place	2	E3

Ofqual unit code	Optional Unit Title	Credit Value	Level
R/504/1283	Using ICT Skills in a Work Place	2	E1
D/504/1478	Using ICT Skills in a Work Place	2	E2
L/504/1699	Using ICT Skills in a Work Place	2	E3
Y/504/1284	Using Number Skills in a Work Place	2	E1
Y/504/1463	Using Number Skills in a Work Place	2	E2
T/504/1700	Using Number Skills in a Work Place	2	E3
R/504/1414	Using Reading Skills in a Work Place	2	E1
D/504/1464	Using Reading Skills in a Work Place	2	E2
A/504/1701	Using Reading Skills in a Work Place	2	E3
Y/504/1415	Using Writing Skills in a Work Place	2	E1
H/504/1465	Using Writing Skills in a Work Place	2	E2
F/504/1702	Using Writing Skills in a Work Place	2	E3
K/504/1242	Working as a Caretaker	2	E1
H/504/1451	Working as a Caretaker	2	E2
K/504/1628	Working as a Caretaker	2	E3
M/504/1243	Working as a Cleaner	2	E1
K/504/1452	Working as a Cleaner	2	E2
K/504/1631	Working as a Cleaner	2	E3
T/504/1244	Working as a Volunteer	2	E1
Y/504/1303	Working as a Volunteer	2	E2
F/504/1635	Working as a Volunteer	2	E3
Y/504/1236	Working in a Care Environment	2	E1
K/504/1306	Working in a Care Environment	2	E2
L/504/1637	Working in a Care Environment	2	E3

Ofqual unit code	Optional Unit Title	Credit Value	Level
H/504/1255	Working in a Garage	2	E1
J/504/1457	Working in a Garage	2	E2
R/504/1669	Working in a Garage	2	E3
K/504/1256	Working in an Office	2	E1
L/504/1458	Working in an Office	2	E2
J/504/1670	Working in an Office	2	E3
M/504/1257	Working in Catering	2	E1
R/504/1459	Working in Catering	2	E2
R/504/1655	Working in Catering	2	E3
T/504/1261	Working in Horticulture	2	E1
L/504/1461	Working in Horticulture	2	E2
K/504/1659	Working in Horticulture	2	E3
Y/504/1267	Working in Hospitality	2	E1
R/504/1462	Working in Hospitality	2	E2
H/504/1661	Working in Hospitality	2	E3
A/504/1245	Working in Retail	2	E1
M/504/1453	Working in Retail	2	E2
M/504/1663	Working in Retail	2	E3
L/504/1248	Working on a Farm	2	E1
T/504/1454	Working on a Farm	2	E2
F/504/1666	Working on a Farm	2	E3
R/504/1252	Working with Animals	2	E1
F/504/1456	Working with Animals	2	E2
L/504/1668	Working with Animals	2	E3

Ofqual unit code	Optional Unit Title	Credit Value	Level
D/504/1416	Working with Others	2	E1
K/504/1466	Working with Others	2	E2
T/504/1695	Working with Others	2	E3

Appendix 1 – Example Tracking Sheet

UNIT TRACKING

LEARNER NAME:			
ULN:			
Unit Title:			
Unit Reference Number:			
Level:		Credit Value:	

Learning Outcomes and Assessment Criteria	Evidence Description / Location and Assessor Comments

Name of Assessor	Date
Signature	
Name of Internal Quality Assurer	Date
Signature	
Name of External Quality Assurer	Date
Signature	

NOCN

Acero Building
1 Concourse Way
Sheaf Street
Sheffield
South Yorkshire
England
S1 2BJ

Tel: 0300 999 1177

Email: nocn@nocn.org.uk

www.nocn.org.uk