PART OF nocn GROUP

QUALIFICATION SPECIFICATION

NOCN Independent Living Qualifications

NOCN Entry Level Award in Independent Living (Entry 1)

Qualification No: 603/6460/9

NOCN Entry Level Award in Independent Living (Entry 2)

Qualification NO: 603/6461/0

NOCN Entry Level Award in Independent Living (Entry 3)

Qualification No: 603/6462/2

Operational Start Date

31 August 2020

Version

1.0 – August 2020

To know more about NOCN:

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

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 Awards in Independent Living at Entry 1, 2 or 3.

These Independent Living qualifications have been developed from the Independent Living pathway qualifications. The pathways have been combined into a single qualification to provide a more flexible alternative for centres and learners.

Qualifications at a Glance

Title	Size
NOCN Entry Level 1 in Independent Living (Entry 1) 603/6460/9 NOCN Entry Level 2 in Independent Living (Entry 2) 603/6461/0 NOCN Entry Level 3 in Independent Living (Entry 3) 603/6462/2	Each Award is 6 credits.
Purpose	**Target Audience**
The NOCN Entry Level Awards in Independent Living have been designed to enable the selection of optional units from across any of the different Independent Living groups of units to suit the diverse needs of learners.	For learners working at Entry Level and, in particular, those with learning difficulties and disabilities.
Content Overview	**Entry Requirements**
Optional units can be chosen from any of the following optional groups up to a maximum of 3 credits from any one Optional Group: Accessing Community Facilities; Household Skills; Leisure; Personal Care; Personal Development; Rights and Responsibilities.	There are no formal entry requirements. Learners must be aged 13 years or over.
Assessment	**Resources**
Portfolio assessment.	Not available.

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1. Overview of Qualification

The NOCN qualifications in Independent Living are designed for learners working at Entry Level and, in particular, those with learning difficulties and disabilities. These qualifications were developed to meet a wide range of learner needs within the target group, from those at school who are making the first steps towards independence, to those in an older age group who may have begun the journey to independence but may have lacked access to educational provision.

These new NOCN Entry Level Awards in Independent Living have been designed to enable the **selection of optional units from across any of the different Independent Living groups of units to suit the diverse needs of learners**. **Optional units selected must, however, still meet the unit rule of combination at the level of the qualification.**

These qualifications can be delivered in a multi context environment by professional tutors and/or caring professionals. Generally the most appropriate setting for many of the 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.

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 **13** years or over**.**

1.2. Progression Routes

Achievement of this qualification confirms the learner has gained the knowledge and skills required to progress onto:

- A Certificate or Diploma in Independent Living at the same level as the Award that they have achieved.
- 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.
- An Entry 3 Award, Certificate or Diploma in Skills for Employment, Training and Personal Development.
- 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.
- An Entry 1, 2 or 3 Award, Certificate or Diploma in Using Employability Skills.

2. Qualification Details

2.1. Awards in Independent Living

The qualifications available in this suite are listed below.

Qualification Number	Qualification Title	Credit Value	GLH	TQT
603/6460/9	NOCN Entry Level Award in Independent Living (Entry 1)	6	60	60
603/6461/0	NOCN Entry Level Award in Independent Living (Entry 2)	6	60	60
603/6462/2	NOCN Entry Level Award in Independent Living (Entry 3)	6	60	60

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

Entry 1

To successfully achieve an NOCN Entry Level Award in Independent Living (Entry 1) the learner must complete 6 credits at the level of the qualification, Entry 1 or above. At least 3 of the 6 credits must be at Entry 1. The credits achieved can be from any of the following Optional Groups but must be from more than one Optional Group; Accessing Community Facilities; Personal Care; Personal Development; Household Skills; Leisure; Rights and Responsibilities. A maximum of 3 credits can be achieved from any one Optional Group. Units with the same title at different Entry Levels are barred against each other.

Entry 2

To successfully achieve an NOCN Entry Level Award in Independent Living (Entry 2) the learner must complete 6 credits at the level of the qualification, Entry 2 or above. At least 3 of the 6 credits must be at Entry 2. The remaining 3 credits can be completed at Entry 2 or above. The credits achieved can be from any of the following Optional Groups but must be from more than one Optional Group; Accessing Community Facilities; Personal Care; Personal Development; Household Skills; Leisure; Rights and Responsibilities. A maximum of 3 credits can be achieved from any one Optional Group. Units with the same title at different Entry Levels are barred against each other.

Entry 3

To successfully achieve an NOCN Entry Level Award in Independent Living (Entry 3) the learner must complete 6 credits at the level of the qualification, Entry 3. The credits achieved can be from any of the following Optional Groups but must be from more than one Optional Group; Accessing Community Facilities; Personal Care; Personal Development; Household Skills; Leisure; Rights and Responsibilities. A maximum of 3 credits can be achieved from any one Optional Group.

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

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 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.

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 verified by an Internal Quality Assurer at the Centre
- The portfolios of assessed evidence are externally verified 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 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 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. 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 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. This is particularly true for these qualifications which are designed to develop independent living skills, and should wherever possible be delivered in the context of independent living. 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), 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.

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.

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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.

The NOCN Entry Level Award Independent Living (Entry 1) consists of units at Entry 1, Entry 2 and Entry 3.

The NOCN Entry Level Award Independent Living (Entry 2) consists of units at Entry 2 and Entry 3.

The NOCN Entry Level Award Independent Living (Entry 3) consists of units at Entry 3 only.

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

https://my.nocn.org.uk/Data/Asset_Downloads/603-6460-9UnitList.pdf

https://my.nocn.org.uk/Data/Asset_Downloads/603-6461-0UnitList.pdf

https://my.nocn.org.uk/Data/Asset_Downloads/603-6462-2UnitList.pdf

Qualification Units

Unit Title	Group	Entry Level	Credit Value	Unit Code
Accessing Commercial Services	Accessing Community Facilities	1	3	F/600/6510
Accessing Commercial Services	Accessing Community Facilities	2	3	L/600/6512
Accessing Commercial Services	Accessing Community Facilities	3	3	R/600/6513
Accessing Financial Services	Accessing Community Facilities	1	3	D/600/6515
Accessing Financial Services	Accessing Community Facilities	2	3	T/600/6519
Accessing Financial Services	Accessing Community Facilities	3	3	T/600/6522
Accessing Health Services	Accessing Community Facilities	1	3	A/600/6523
Accessing Health Services	Accessing Community Facilities	2	3	J/600/6525
Accessing Health Services	Accessing Community Facilities	3	3	L/600/6526
Accessing Helping Services	Accessing Community Facilities	1	3	R/600/6530
Accessing Helping Services	Accessing Community Facilities	2	3	D/600/6532
Accessing Helping Services	Accessing Community Facilities	3	3	H/600/6533
Accessing Leisure Services	Accessing Community Facilities	1	3	K/600/6534

Unit Title	Group	Entry Level	Credit Value	Unit Code
Accessing Leisure Services	Accessing Community Facilities	2	3	T/600/6536
Accessing Leisure Services	Accessing Community Facilities	3	3	A/600/6537
Getting About Safely	Accessing Community Facilities	1	3	A/600/6540
Getting About Safely	Accessing Community Facilities	2	3	L/600/6543
Getting About Safely	Accessing Community Facilities	3	3	R/600/6544
Knowing your Local Area	Accessing Community Facilities	1	3	M/600/6549
Knowing your Local Area	Accessing Community Facilities	2	3	H/600/6550
Knowing your Local Area	Accessing Community Facilities	3	3	A/600/6554
Using Public Transport - Buses and Trains	Accessing Community Facilities	1	3	D/600/6546
Using Public Transport - Buses and Trains	Accessing Community Facilities	2	3	K/600/6548
Using Public Transport - Buses and Trains	Accessing Community Facilities	3	3	T/600/6553
Using Public Transport – Taxis	Accessing Community Facilities	1	2	R/600/6527
Using Public Transport – Taxis	Accessing Community Facilities	2	2	J/600/6539
Using Public Transport – Taxis	Accessing Community Facilities	3	2	J/600/6542
Basic Cooking Techniques	Household Skills	1	3	J/600/6198
Basic Cooking Techniques	Household Skills	2	3	L/600/6199

Unit Title	Group	Entry Level	Credit Value	Unit Code
Basic Cooking Techniques	Household Skills	3	3	T/600/6200
Everyday Food and Drink Preparation	Household Skills	1	3	L/600/6204
Everyday Food and Drink Preparation	Household Skills	2	3	R/600/6205
Everyday Food and Drink Preparation	Household Skills	3	3	Y/600/6206
Food Safety and Storage	Household Skills	1	3	K/600/6209
Food Safety and Storage	Household Skills	2	3	D/600/6210
Food Safety and Storage	Household Skills	3	3	H/600/6211
Household Cleaning	Household Skills	1	3	K/600/6212
Household Cleaning	Household Skills	2	3	M/600/6213
Household Cleaning	Household Skills	3	3	T/600/6214
Household Expenses	Household Skills	1	3	A/600/6215
Household Expenses	Household Skills	2	3	F/600/6216
Household Expenses	Household Skills	3	3	J/600/6217
Household Shopping	Household Skills	1	3	L/600/6218
Household Shopping	Household Skills	2	3	R/600/6219
Household Shopping	Household Skills	3	3	L/600/6221

Unit Title	Group	Entry Level	Credit Value	Unit Code
Kitchen Hygiene	Household Skills	1	1	A/600/6201
Kitchen Hygiene	Household Skills	2	1	F/600/6202
Kitchen Hygiene	Household Skills	3	1	J/600/6203
Make a Simple Meal	Household Skills	1	3	R/600/6222
Make a Simple Meal	Household Skills	2	3	Y/600/6223
Make a Simple Meal	Household Skills	3	3	D/600/6224
Recycling, Managing Waste	Household Skills	1	2	H/600/6225
Recycling, Managing Waste	Household Skills	2	2	K/600/6226
Recycling, Managing Waste	Household Skills	3	2	M/600/6227
Using Domestic Appliances	Household Skills	2	2	T/600/6228
Using Domestic Appliances	Household Skills	3	2	A/600/6229
Accessing the Countryside	Leisure	1	3	A/600/6313
Accessing the Countryside	Leisure	2	3	F/600/6314
Accessing the Countryside	Leisure	3	3	J/600/6315
Computer Games	Leisure	1	1	L/600/6316
Computer Games	Leisure	2	1	R/600/6317

Unit Title	Group	Entry Level	Credit Value	Unit Code
Computer Games	Leisure	3	1	Y/600/6318
Eating Out	Leisure	1	3	D/600/6319
Eating Out	Leisure	2	3	R/600/6320
Eating Out	Leisure	3	3	Y/600/6321
Exploring Art	Leisure	1	3	M/600/6423
Exploring Art	Leisure	2	3	A/600/6425
Exploring Art	Leisure	3	3	F/600/6426
Exploring Dance	Leisure	1	3	L/600/6428
Exploring Dance	Leisure	2	3	J/600/6430
Exploring Dance	Leisure	3	3	L/600/6431
Exploring Music	Leisure	1	3	R/600/6432
Exploring Music	Leisure	2	3	Y/600/6433
Exploring Music	Leisure	3	3	K/600/6436
Exploring Performance	Leisure	1	3	T/600/6438
Exploring Performance	Leisure	2	3	A/600/6439
Exploring Performance	Leisure	3	3	M/600/6440

Unit Title	Group	Entry Level	Credit Value	Unit Code
Gardening for Pleasure	Leisure	1	3	T/600/6441
Gardening for Pleasure	Leisure	2	3	A/600/6442
Gardening for Pleasure	Leisure	3	3	F/600/6443
Hobbies	Leisure	1	2	J/600/6444
Hobbies	Leisure	2	2	L/600/6445
Hobbies	Leisure	3	2	R/600/6446
Observing and Encouraging Birds	Leisure	1	3	Y/600/6447
Observing and Encouraging Birds	Leisure	2	3	D/600/6448
Observing and Encouraging Birds	Leisure	3	3	H/600/6449
Outdoor Pursuits	Leisure	1	3	Y/600/6450
Outdoor Pursuits	Leisure	2	3	D/600/6451
Outdoor Pursuits	Leisure	3	3	H/600/6452
Participation in Team Activities	Leisure	1	3	K/600/6453
Participation in Team Activities	Leisure	2	3	M/600/6454
Participation in Team Activities	Leisure	3	3	T/600/6455
Pet Care	Leisure	1	3	F/600/6457

Unit Title	Group	Entry Level	Credit Value	Unit Code
Pet Care	Leisure	2	3	J/600/6458
Pet Care	Leisure	3	3	L/600/6459
Choosing Clothing and Footwear	Personal Care	1	2	J/600/6251
Choosing Clothing and Footwear	Personal Care	2	2	L/600/6252
Choosing Clothing and Footwear	Personal Care	3	2	R/600/6253
Drug and Alcohol Awareness	Personal Care	1	2	T/600/6259
Drug and Alcohol Awareness	Personal Care	2	2	K/600/6260
Drug and Alcohol Awareness	Personal Care	3	2	M/600/6261
Eating a Balanced Diet	Personal Care	1	3	T/600/6262
Eating a Balanced Diet	Personal Care	2	3	A/600/6263
Eating a Balanced Diet	Personal Care	3	3	F/600/6264
Health & Fitness	Personal Care	1	3	Y/600/6268
Health & Fitness	Personal Care	2	3	R/600/6267
Health & Fitness	Personal Care	3	3	A/501/5194
Looking After Clothes	Personal Care	1	3	R/600/6270
Looking After Clothes	Personal Care	2	3	D/600/6272

Unit Title	Group	Entry Level	Credit Value	Unit Code
Looking After Clothes	Personal Care	3	3	R/600/6284
Personal Care and Hygiene	Personal Care	1	3	M/600/6289
Personal Care and Hygiene	Personal Care	2	3	H/600/6290
Personal Care and Hygiene	Personal Care	3	3	K/600/6291
Personal Health	Personal Care	1	3	A/600/6294
Personal Health	Personal Care	2	3	F/600/6295
Personal Health	Personal Care	3	3	L/600/6297
Personal Presentation	Personal Care	1	3	M/600/6308
Personal Presentation	Personal Care	2	3	T/600/6309
Personal Presentation	Personal Care	3	3	M/600/6311
Personal Safety	Personal Care	1	3	Y/600/6304
Personal Safety	Personal Care	2	3	D/600/6305
Personal Safety	Personal Care	3	3	H/600/6306
Developing Assertiveness	Personal Development	1	2	J/600/6475
Developing Assertiveness	Personal Development	2	2	Y/600/6478
Developing Assertiveness	Personal Development	3	2	Y/600/6481

Unit Title	Group	Entry Level	Credit Value	Unit Code
Making Choices	Personal Development	1	1	M/600/6485
Making Choices	Personal Development	2	1	T/600/6486
Making Choices	Personal Development	3	1	A/600/6487
Personal Awareness	Personal Development	1	2	A/600/6490
Personal Awareness	Personal Development	2	2	F/600/6491
Personal Awareness	Personal Development	3	2	L/600/6493
Self Advocacy	Personal Development	1	3	Y/600/6495
Self Advocacy	Personal Development	2	3	H/600/6497
Self Advocacy	Personal Development	3	3	M/600/6499
Understanding Relationships	Personal Development	1	2	D/600/6501
Understanding Relationships	Personal Development	2	2	K/600/6503
Understanding Relationships	Personal Development	3	2	T/600/6505
Environmental Issues	Rights and Responsibilities	1	2	R/600/6477
Environmental Issues	Rights and Responsibilities	2	2	D/600/6482
Environmental Issues	Rights and Responsibilities	3	2	K/600/6484
Law and Order	Rights and Responsibilities	1	2	F/600/6488

Unit Title	Group	Entry Level	Credit Value	Unit Code
Law and Order	Rights and Responsibilities	2	2	J/600/6489
Law and Order	Rights and Responsibilities	3	2	J/600/6492
Living in a Diverse Society	Rights and Responsibilities	1	2	R/600/6494
Living in a Diverse Society	Rights and Responsibilities	2	2	D/600/6496
Living in a Diverse Society	Rights and Responsibilities	3	2	K/600/6498
Understanding Rights and Responsibilities	Rights and Responsibilities	1	3	H/600/6502
Understanding Rights and Responsibilities	Rights and Responsibilities	2	3	M/600/6504
Understanding Rights and Responsibilities	Rights and Responsibilities	3	3	Y/600/6500
Volunteering	Rights and Responsibilities	1	2	H/600/6516
Volunteering	Rights and Responsibilities	2	2	M/600/6518
Volunteering	Rights and Responsibilities	3	2	K/600/6520
Working as a Volunteer	Rights and Responsibilities	1	3	A/600/6506
Working as a Volunteer	Rights and Responsibilities	2	3	F/600/6507
Working as a Volunteer	Rights and Responsibilities	3	3	J/600/6508

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