



PART OF **nocn** GROUP

# QUALIFICATION SPECIFICATION

## Level 1 Employability Qualifications

### **NOCN Level 1 Award in Employability**

Qualification No: 600/3483/X

### **NOCN Level 1 Certificate in Employability**

Qualification No: 600/3482/8

### **NOCN Level 1 Certificate in Employability (Security)**

Qualification No: 600/3482/8

**Operational start date for this pathway – 17<sup>th</sup> January 2022**

## Operational Start Date

1<sup>st</sup> November 2011

## Version

6.1 – June 2024

## To know more about NOCN:

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

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

## Introduction

NOCN 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.

Information about all our courses and qualifications is available from our website:

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

## Qualifications at a Glance

<b>Title</b>	<b>Size</b>
NOCN Level 1 Award in Employability	7 credits
NOCN Level 1 Certificate in Employability	13 credits
NOCN Level 1 Certificate in Employability (Security)	14 credits
<b>Purpose</b>	<b>Target Audience</b>
The NOCN Level 1 Award and Certificate in Employability should prepare learners for employment. It enables them to demonstrate their achievement of generic and transferable skills that can be applied to new job opportunities.	<p>Learners who:</p> <ul style="list-style-type: none"> <li>• are preparing to enter employment for the first time or are unemployed and seeking to improve their employability for a return to work;</li> <li>• are not in education or training;</li> <li>• are serving, or have recently served, a custodial or community sentence and need intensive preparation for employment.</li> </ul>
<b>Content Overview</b>	<b>Entry Requirements</b>
The NOCN Level 1 Award and Certificate in Employability should prepare learners for employment. It enables them to demonstrate their achievement of generic and transferable skills that can be applied to new job opportunities.	Learners must be aged 14 years or older for the Level 1 Award and 16 years or older for the Level 1 Certificate.
<b>Assessment</b>	<b>Additional Resources</b>
Portfolio of Evidence.	Not available.

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## 1. Overview of Qualification

The NOCN Level 1 Award and Certificate in Employability should prepare learners for employment. It enables them to demonstrate their achievement of generic and transferable skills that can be applied to new job opportunities. It should:

- meet the needs of employers for qualifications that cultivate in learners a positive attitude to work and develop essential work skills and behaviours such as communication, teamwork and problem-solving;
- build confidence and self-esteem so that learners are empowered to apply for, secure and sustain meaningful employment;
- provide the opportunity for learners to develop an understanding of relationships in the workplace and employer expectations;
- encourage the development of values, personal attributes and interpersonal skills in learners that contribute to success in the workplace.

The NOCN Level 1 Award and Certificate in Employability are aimed at those learners who:

- are preparing to enter employment for the first time or are unemployed and seeking to improve their employability for a return to work;
- are not in education or training;
- are serving, or have recently served, a custodial or community sentence and need intensive preparation for employment.

### 1.1. Entry Requirements

There are no formal entry requirements for learners undertaking this qualification.

Learners must be in a position to demonstrate the requirements of the qualification and have access to required assessment opportunities and relevant resources. Please refer to specific assessment requirements on individual components for more information.

Centres should undertake initial assessment activities with learners to ensure this is an appropriate qualification and they are capable of achieving the level they will be studying before enrolling them onto a programme of learning.

The Level 1 Award qualification is available to learners aged **14** years or over with the Level 1 Certificate being available to learners aged **16** years or over.

## 1.2. Progression Routes

The NOCN Level 1 Award and Certificate in Employability enable learners to progress to employment or further study.

They may wish to study the:

- NOCN Level 2 Certificate in Skills for Employment, Training and Personal Development (601/1383/5)
- NOCN Functional Skills Qualification in English at Level 2 (603/5264/4)
- NOCN Functional Skills Qualification in mathematics at Level 2 (603/5267/X)
- NOCN Functional Skills Qualification in Information and Communication Technology at Level 2 (500/9765/9).

OR those achieving the NOCN Level 1 Certificate in Employability (Security) (600/3482/8) may wish to study on one of the following licenced-linked Security qualifications.

- NOCN Level 2 Award for Cash and Valuables in Transit (CViT) Operatives in the Private Security Industry (603/5358/2)
- NOCN Level 2 Award for CCTV Operators (Public Space Surveillance) in the Private Security Industry (603/5516/5)
- NOCN Level 2 Award for Door Supervisors in the Private Security Industry (603/5518/9)
- NOCN Level 2 Award for Security Officers in the Private Security Industry (603/5523/2).

(Qualification holders of a Licence-linked Security qualification must also apply for a licence from the SIA to become a Security Operative in the relevant named role.)

## 2. Qualification Details

### 2.1. Qualification Structure

The **NOCN Level 1 Award in Employability** is a **7** credit qualification with a Total Qualification Time (TQT) of 70 hours, including 56 Guided Learning Hours (GLH).

Learners **must** achieve **4** credits from all **3** Mandatory Components and **2** credits from the Optional Group.

Component Title	Level	Credit Value	Mandatory or Optional	Ofqual Reference Number
<b>Mandatory Components</b>				
Communication Skills in Preparing for Work	1	2	M	Y/503/5209
Oral Presentation Skills	1	1	M	F/503/4894
Working as a Team	1	1	M	M/600/9936
<b>Optional Group</b>				
Community Project	1	3	O	T/501/6893
Customer Care	1	2	O	A/503/4893
Dealing with Problems in Daily Life	1	2	O	L/502/0464
Financial Literacy: Budgeting and Money Management	1	1	O	H/602/5941
Health and Safety in a Practical Environment	1	1	O	Y/600/3239
Planning and Reviewing Learning	1	2	O	L/503/5210
Recognising and Respecting Diversity in the Workplace	1	1	O	L/503/4896
Responsible Work Practice	1	2	O	R/503/4897
Undertaking an Enterprise Project	1	3	O	L/500/5317
Work Experience	1	3	O	K/500/5423
Investigating a Vocational Area	1	2	O	L/600/3240



The **NOCN Level 1 Certificate in Employability** is a **13** credit qualification with a Total Qualification Time (TQT) of 130 hours, including 106 Guided Learning Hours (GLH).

Learners **must** achieve **4** credits from **all 3** Mandatory Components and **9** credits from the Optional Group.

Component Title	Level	Credit Value	Mandatory or Optional	Ofqual Reference Number
<b>Mandatory Components</b>				
Communication Skills in Preparing for Work	1	2	M	Y/503/5209
Oral Presentation Skills	1	1	M	F/503/4894
Working as a Team	1	1	M	M/600/9936
<b>Optional Group</b>				
Community Project	1	3	O	T/501/6893
Customer Care	1	2	O	A/503/4893
Dealing with Problems in Daily Life	1	2	O	L/502/0464
Financial Literacy: Budgeting and Money Management	1	1	O	H/602/5941
Health and Safety in a Practical Environment	1	1	O	Y/600/3239
Planning and Reviewing Learning	1	2	O	L/503/5210
Recognising and Respecting Diversity in the Workplace	1	1	O	L/503/4896
Responsible Work Practice	1	2	O	R/503/4897
Undertaking an Enterprise Project	1	3	O	L/500/5317
Work Experience	1	3	O	K/500/5423
Investigating a Vocational Area	1	2	O	L/600/3240
Developing Practical Skills and Techniques	1	3	O	L/600/3237



Assertiveness and Decision Making Skills	1	2	O	F/505/0447
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The **NOCN Level 1 Certificate in Employability (Security)** is a 14 credit qualification with a Total Qualification Time (TQT) of 140 hours, including 126 Guided Learning Hours (GLH).

Learners **must** achieve all 14 credits from the mandatory components.

Component Title	Level	Credit Value	Mandatory or Optional	Ofqual Reference Number
<b>Mandatory Components</b>				
Assertiveness and Decision Making Skills	1	2	M	F/505/0447
Communication Skills in Preparing for Work	1	2	M	Y/503/5209
Dealing with Problems in Daily Life	1	2	M	L/502/0464
Developing Practical Skills and Techniques	1	3	M	L/600/3237
Health and Safety in a Practical Environment	1	1	M	Y/600/3239
Investigating a Vocational Area	1	2	M	L/600/3240
Oral Presentation Skills	1	1	M	F/503/4894
Working as a Team	1	1	M	M/600/9936

## 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 these qualifications.

TQT is split into two areas:

Area	Example of activities
<p><b>1. Guided Learning Hours (GLH):</b></p> <ul style="list-style-type: none"> <li>• learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom-based learning supervised by a teacher</li> <li>• Work-based learning supervised by a teacher</li> <li>• Live webinar or telephone tutorial with a teach in real time</li> <li>• E-learning supervised by a teacher in real time</li> <li>• All forms of assessment which take place under the immediate guidance or supervision of an appropriate provider of training</li> <li>• Exam time</li> </ul>
<p><b>2. Other Learning Hours (OLH):</b></p> <ul style="list-style-type: none"> <li>• 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:               <ul style="list-style-type: none"> <li>○ preparatory work</li> <li>○ self-study</li> <li>○ any other form of education or training, including assessment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Independent and unsupervised research/learning</li> <li>• Unsupervised compilation of a portfolio of work experience</li> <li>• Unsupervised e-learning</li> <li>• Unsupervised e-assessment</li> <li>• Unsupervised coursework</li> <li>• Watching a pre-recorded podcast or webinar</li> <li>• Unsupervised work-based learning</li> </ul>

### 2.3. Assessment and Evidence

The qualifications are internally set and internally assessed units.

Internal assessment activity must ensure evidence of achievement against **all** the requirements specified within each component.

Centres must ensure that knowledge-based learning is at the correct level for the qualifications.

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

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

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

## 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 (RPL) and has developed a policy and procedures to inform and support centres. This is available on the NOCN website at [www.nocn.org.uk](http://www.nocn.org.uk)

## 2.7. Assessment and Evidence for the Components

Centres can use the following assessment methods:

- Case Studies
- Oral Question and Answer
- Written Question and Answer/Test/Exam
- Report
- Project
- Production of an artefact
- Role play/simulation
- Written description
- Practical demonstration
- Group discussion
- Reflective log or diary
- Practice file.

Which can be presented in a portfolio of evidence. Assessment for each unit is designed by the centre. An explanation of the kind of activity, assessment and evidence expected at Level 1 can be found below.

### Case Studies

Case studies should be limited in range, familiar and require a narrow range of knowledge. Discussion should be structured and involve a limited degree of judgement (group or one-to-one). Written work should be structured and involve a limited degree of judgement.

Learners could be asked to consider a particular, relevant situation or example, selected by the tutor or by the learners themselves, that enables them to apply their knowledge to specific situations. The Case Study may be used as a collective / group activity and be discussed by a group of learners or by an individual learner, or it may be used with individual learners as a written activity through case study materials and learner responses.

The learning may be assessed by:

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

Evidence could include:

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

### **Oral Question and Answer**

The process should be informal and should include both open and closed questions covering a narrow range of knowledge. Learners should be encouraged by the use of supplementary questions.

Use specific, open or closed questions for immediate response. It 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. This allows for response and questioning from learners and immediate feedback from the 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.

### **Written Question and Answer/Test/Exam**

The process should be informal and non-threatening. Questions should encourage learners to make use of knowledge rather than just testing recall.

Use specific, open and closed questions for immediate response. It can range from formal exams and tests to a quick, fun way of finding out where learners are up to, for example, a quiz. This allows for response and questioning from learners and immediate feedback from the tutor.

The learning may be assessed through:

- Responses by individual learners.
- May make use of online assessment.

Evidence could include:

- Written notes
- Learner responses
- Tutor feedback.

## Report

A report could be presented orally or in written format. Oral presentation should be informal. Information used in the report should be readily available and activities should be in familiar contexts. Learners should be clear on the expected structure and criteria for the report and given support on planning and presentation.

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

The learning may be assessed by:

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

Evidence could include:

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

## 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 task should be selected with support from the tutor to allow the demonstration of knowledge and skills in a range of predictable, structured and familiar contexts.

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.



### **Production of an artefact**

Production of a relevant artefact selected by the tutor or by learners, which enables learners to demonstrate skills and to apply knowledge. The artefact should be selected with support from tutor to allow the demonstration of skills and apply knowledge in a range of predictable, structured and familiar contexts.

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.

### **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. Role-plays should be limited in range, be familiar and require a narrow range of skills. Role-plays should be structured and involve limited degree of learner choice.

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.

### **Written Description**

Subjects to be described should be limited in range, be familiar and require a narrow range of knowledge. Written work should be structured and involve a limited degree of judgement.

Learners could consider 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.

### **Practical Demonstration**

Practical demonstrations should be limited in range, be familiar and require a narrow range of skills and knowledge.

A practical demonstration of a skill/situation could be 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.

### **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. Discussions should be limited in range, cover topics that are familiar to the learner. These should require a narrow range of skills. The discussion should be structured and involve a limited degree of learner choice.

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.

### **Reflective log or diary**

The reflection process should be written and may be in the form of brief, structured notes. The learner should be asked to record what they have learned at regular intervals and be advised on what information to include. Learners should make limited judgements on what has been learned in terms of, for example, usefulness or interest.

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

The learning may be assessed by:

- Learner, often supported through tutorial discussions with tutor.

Evidence could include:

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

### **Practice File**

The practice evidence should demonstrate the application of a narrow range of skills and / or knowledge. Learners should be given detailed guidance on what documents would be appropriate, how the evidence should be presented, and on mapping to learning outcomes.

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

The learning may be assessed through:

- Discussion with the tutor.

Evidence could include:

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

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

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

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

## 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.

#### 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.

### 3.1.3. 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 delivery, assessment and quality assurance.

### 3.1.4. 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](mailto: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

To achieve the qualifications in this suite a learner **must** provide evidence of learning and achievement against **all** of the assessment criteria within each component. 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.

A copy of each of the components can be found on the hyperlinked unit list on the NOCN website.





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