

NOCN Qualifications in Progression (QCF)



NOCN Entry Level Award in Progression (Entry 3) (QCF)

NOCN Entry Level Certificate in Progression (Entry 3) (QCF)

NOCN Level 1 Award in Progression (QCF)

NOCN Level 1 Certificate in Progression (QCF)

NOCN Level 1 Diploma in Progression (QCF)

NOCN Level 2 Award in Progression (QCF)

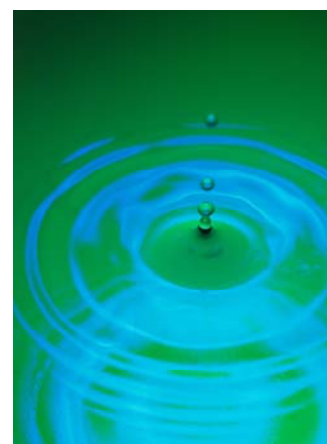
NOCN Level 2 Certificate in Progression (QCF)

NOCN Level 2 Diploma in Progression (QCF)

NOCN Level 3 Award in Progression (QCF)

NOCN Level 3 Certificate in Progression (QCF)

Version 3.1 January 2009



National Open College Network

The National Open College Network (NOCN) is the leading credit and unit based Awarding Body in the UK. NOCN provides a national framework of credit-based units and qualifications which are underpinned by a range of national and local services, including curriculum support and staff development.

NOCN, through its Open College Networks (OCNs), works with over 3,000 centres across the UK to develop flexible and responsive credit based awards and qualifications that widen access to lifelong learning and address exclusion, participation and achievement. The structure of our qualifications provides opportunities for learners to achieve unit credits and use these to gain access to full qualifications and further learning.

Quality assurance, supported at the point of delivery, underpins all NOCN credit achievement and qualifications. OCNs approve centres that can demonstrate the ability to meet national requirements for course delivery and quality assurance to support credit awards and qualifications. OCNs have wide-ranging experience in centre and programme approval and support centres to ensure all awards are valid and valued.

QCA Qualifications and Credit Framework (QCF)

Since September 2006, QCA has been piloting a new framework for qualifications through a range of tests and trials across England, Wales and Northern Ireland. These pilots finished in August 2008.

In July 2008, QCA confirmed the extension of this suite of qualifications until 31st December 2010.

The QCF is an organising structure based on credit-based units that are written to a common format (unit title, level, credit value, learning outcomes and assessment criteria) and submitted by Awarding Bodies to a shared unit bank held at QCA. Awarding Bodies then select and combine together units from this unit bank into qualifications, using QCA defined rules of combination. This new organising structure is intended to simplify and rationalise the way qualifications are structured, and to offer the flexibility for learners to accumulate and transfer credits towards qualifications over time.

The QCF was originally tested with learners in different settings, including colleges, prisons/probation, the workplace and voluntary/community settings. This was essential to ensure that it was flexible and inclusive enough to accommodate all forms of achievement, and that it benefited all those involved in education and training.

For providers, it is anticipated that this framework will enable more innovative approaches to learning. It will help providers to:

- design more flexible programmes, suitable to the needs of individual learners;
- improve retention and progression rates by recognising smaller steps of achievement more frequently;
- track all learners' achievements through the use of a Unique Learner Number (ULN) and an individual's electronic achievement record (LAR);
- describe achievements to employers and learners in a language that is easy to understand (i.e. credit) and which enables comparison and equivalence to be established between qualifications.

For learners, it is anticipated that the framework will offer more freedom, choice and flexibility. It will help them to:

- choose between smaller, bite-sized chunks of learning (units) or whole qualifications;
- build up achievements (credits) at their own pace and in different learning contexts;
- combine learning in a way that will help them achieve their goals;
- transfer achievements (credits) between qualifications to avoid duplicating learning;
- have all their achievements recorded centrally on an electronic record that will remain with them throughout their learning life.

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1. Introduction to the NOCN Qualifications in Progression (QCF)

The NOCN Qualifications in Progression (QCF) are a flexible and responsive range of general and pre-vocational qualifications.

The qualifications have been devised with the aim to progress learners into further learning and/or employment. The units available (over 600) can be used to create individualised learning programmes tailored to learners' needs whilst enabling those learners to achieve or work towards a national qualification and improve their opportunities for progression.

The NOCN Qualifications in Progression (QCF) comprise:

- a range of units in core curriculum areas that provide opportunities for learners to develop skills in the following; literacy and numeracy, ICT, employability, learning to learn and personal development.
- a range of 'taster' units in different sector specific areas that provide opportunities for learners to test out their abilities and personal preferences before selecting a chosen career or employment route.

Who are the NOCN Qualifications in Progression (QCF) aimed at?

The qualifications are particularly targeted at those learners who:

- want to progress into other further or higher education courses, or into new work areas
- are returning, or planning to return, to work and who are seeking to update and/or add to their employment skills
- would benefit from alternative approaches to curriculum and learning
- want to test out a vocational area to inform their career/employment choices
- for whatever reason, have not previously achieved in education
- need to develop their literacy and/or numeracy skills.

Benefits for Learners

The qualifications are designed to enable the greatest flexibility for learners, allowing them to achieve the size and level of qualification most suitable for their needs and relevant to their stage of learning. The range of benefits for learners include:

- a choice of size and level of qualification that best suits the learner's needs
- nationally recognised qualifications
- vocational tasters to aid career decisions
- opportunities to improve own employability
- an opportunity to work towards qualifications in small steps
- progression onto sector specific qualifications
- assessment methods that can be matched to learning aims and styles

Benefits for Centres

The benefits of the NOCN Qualifications in Progression (QCF) for centres include:

- a wide choice of unit combinations;
- qualifications that are accredited by the regulatory authorities and nationally recognised;
- qualifications that are eligible for LSC funding in England, DCELLS funding in Wales and CCEA funding in Northern Ireland;
- the opportunity to offer qualifications within a course title of choice;
- quality assurance and support from an OCN;
- progression routes into other qualification provision offered by the centre;
- flexibility in approaches to delivery and assessment that, in turn, facilitates innovative and learner-centred practice.

Progression Opportunities

NOCN Qualifications in Progression (QCF) enable progression to employment¹ further learning opportunities within employment, further study including higher level NOCN qualifications, or to higher-level sector specific qualifications.

¹ Please note: These are not vocationally related qualifications, so will not qualify learners for specific professions.

2. Structure and content of the NOCN Qualifications in Progression (QCF)

The NOCN Qualifications in Progression (QCF) comprise core skills units and optional units, and a learner is required to achieve a specified number of credits from units in these two categories in order to achieve a full qualification. Each qualification can be made up of a combination of core skills units and optional units, or core skills units alone.

There are a required minimum number of credits to be achieved in core skills for all of the qualifications except the NOCN Entry Level Award (Entry 3). The number of credits required from core skills units differs depending on the qualification size and level.

The actual choice of units, which is made by the provider, should be determined by the needs of the learners and the planned progression routes. (Please refer to Section 4 of this document for examples of how units can be combined. Please note that these are suggestions only – all units within the qualifications remain available for use for individual learning packages in response to particular circumstances).

Core Skills Units

These units allow learners to be accredited for generic and functional skills such as:

- literacy and numeracy;
- learning to learn;
- personal development;
- preparation for work.

Core skills units are located within the following sector subject areas:

- 6.2 ICT for Users (See note on ITQ units below)
- 14.1 Foundations for Learning and Life
- 14.2 Preparation for Work

They are intended to develop the knowledge, skills and understanding required in preparation for learning and work. They provide essential learning opportunities to support specific needs and progression routes for learners.

ITQ units in the NOCN Qualifications in Progression (QCF)

NOCN has worked with e-skills uk to agree the use of the national ITQ units within the NOCN Qualifications in Progression (QCF) at Levels 1, 2 and 3. These units were written by e-skills uk and are a direct translation of the National Occupational Standards for IT Users into units of accreditation. They can therefore contribute to the learner's achievement of the ITQ. At Entry Level all of the NOCN units in Sector 6.2 are included within the core skills. At Levels 1, 2 and 3 a number of the ITQ units are included as core skills units and others are included as optional units. Please see the unit list on the NOCN website at: <http://www.nocn.org.uk> – Staff Section.

Assessment Requirements for ITQ units:

To contribute towards achievement of the ITQ, assessment tasks must have an end product which has a real purpose beyond the production of ITQ evidence. In addition, the end product must have an intended audience other than the learner. Valid evidence can come from those seeking employment, or learning and studying for non IT subjects.

The assessor does not need to have any additional qualifications beyond those normally required by the OCN to assess achievement in this subject area.

Optional Units

Optional units are available in a range of sector areas across the different levels, and may be used as vocational tasters. The sector specific areas include:

- Administration
- Agriculture
- Building and Construction
- Business Management
- Child Development and Well-Being
- Crafts, Creative Arts and Design
- Environmental Conservation
- Foundations for Learning and Life
- Health and Social Care
- Horticulture and Forestry
- Hospitality and Catering
- ICT for Users (Entry Level only)
- Marketing and Sales
- Media and Communication
- Performing Arts
- Publishing and Information Services
- Preparation for Work
- Sport, Leisure and Recreation
- Transportation, Operations and Maintenance
- Travel and Tourism

Qualification Levels

The NOCN Qualifications in Progression (QCF) can be achieved at Entry 3, Level 1, Level 2 and/or Level 3, depending upon the requirements of the learner.

Spiky Profile of Achievement

From the Level 1 Certificate upwards, the qualification structure enables learners to count a certain number of credits at the level below the qualification, towards the achievement. So for example, the Level 2 Award requires a total of 9 credits. A minimum of 6 of these must be achieved at Level 2, which allows the learners the flexibility to achieve 3 of the total credits required at Level 1. The details relating to the minimum and maximum number of credits required at each level are in the structure summaries below.

Qualification Size

There are three sizes of qualification; Award, Certificate and Diploma. The number of credits required for each size of qualification varies, depending on the level, and are specified in the following structure summaries:

Requirements for each qualification level and size

Entry 3

NOCN Entry Level Award in Progression (Entry 3) (QCF)

The learner must achieve 3 credits (30 guided learning hours). The 3 credits can be taken from a combination of any units within any groups. Please note that Group A Core Skills is an optional group for the Entry Level Award.

NOCN Entry Level Certificate in Progression (Entry 3) (QCF)

The learner must achieve a minimum of 15 credits (150 guided learning hours). 3 credits must be obtained from Mandatory Group A - Core Skills.

NOCN Level 1 Award in Progression (QCF)

The learner must achieve 6 credits (54 guided learning hours). The 6 credits can be taken from a combination of any units within any groups. Please note that Group A Core Skills is an optional group for the Level 1 Award.

NOCN Level 1 Certificate in Progression (QCF)

The learner must achieve 21 credits (189 guided learning hours). A minimum of 15 credits must be achieved at Level 1 with a maximum of 6 credits being achieved at Entry Level (Entry 3). 6 credits must be achieved from the Mandatory Group A - Core Skills at either Entry (Entry 3) or Level 1.

NOCN Level 1 Diploma in Progression (QCF)

The learner must achieve 42 credits (388 guided learning hours). A minimum of 30 credits must be achieved at Level 1 with a maximum of 12 credits being achieved at Entry Level (Entry 3). 9 credits must be achieved from the Mandatory Group A - Core Skills at either Entry (Entry 3) or Level 1.

NOCN Qualifications in Progression (QCF)

NOCN Level 2 Award in Progression (QCF)

The learner must achieve 9 credits (72 guided learning hours). A minimum of 6 credits must be achieved at Level 2 with a maximum of 3 credits being achieved at Level 1. 3 credits must be achieved from the Mandatory Group A - Core Skills at either Level 2 or Level 1.

NOCN Level 2 Certificate in Progression (QCF)

The learner must achieve 24 credits (192 guided learning hours). A minimum of 18 credits must be achieved at Level 2 with a maximum of 6 credits being achieved at Level 1. 6 credits must be achieved from the Mandatory Group A - Core Skills at either Level 2 or Level 1.

NOCN Level 2 Diploma in Progression (QCF)

The learner must achieve 45 credits (360 guided learning hours). A minimum of 33 credits must be achieved at Level 2 with a maximum of 12 credits being achieved at Level 1. 9 credits must be achieved from the Mandatory Group A - Core Skills at either Level 2 or Level 1.

NOCN Level 3 Award in Progression (QCF)

The learner must achieve 12 credits (84 guided learning hours). A minimum of 9 credits must be achieved at Level 3 with a maximum of 3 credits being achieved at Level 2. 3 credits must be achieved from the Mandatory Group A - Core Skills at either Level 3 or Level 2.

NOCN Level 3 Certificate in Progression (QCF)

The learner must achieve 30 credits (210 guided learning hours). A minimum of 21 credits must be achieved at Level 3 with a maximum of 9 credits being achieved at Level 2. 6 credits must be achieved from the Mandatory Group A - Core Skills at either Level 3 or Level 2.

3. General information on using the NOCN Qualifications in Progression (QCF)

3.1 Guided Learning Hours for the qualifications

The recommended notional learning time for one credit is 10 hours. The total recommended notional learning time for each qualification at each level, and the recommended minimum guided learning hours as a proportion of that total are as follows:

Qualification Title	Total recommended notional learning time	Total recommended Guided Learning Hours
NOCN Entry Level Award in Progression (Entry 3) (QCF)	30	30
NOCN Entry Level Certificate in Progression (Entry 3) (QCF)	150	150
NOCN Level 1 Award in Progression (QCF)	60	54
NOCN Level 1 Certificate in Progression (QCF)	210	189
NOCN Level 1 Diploma in Progression (QCF)	420	388
NOCN Level 2 Award in Progression (QCF)	90	72
NOCN Level 2 Certificate in Progression (QCF)	240	192
NOCN Level 2 Diploma in Progression (QCF)	450	360
NOCN Level 3 Award in Progression (QCF)	120	84
NOCN Level 3 Certificate in Progression (QCF)	300	210

3.2 Relationship with Functional Skills

Each Entry Level unit within the qualifications has been mapped to the Adult Literacy Core Curriculum/Adult Numeracy Core Curriculum. All units have been signposted to Key Skills to identify where opportunities exist for learners to accumulate evidence for their portfolios.

In designing activities for unit assessment, centres should use the mapping to identify which Functional/Key Skills could be addressed through evidence generated by learners. The degree of opportunity in any one unit will depend on centre-specific factors including learning context, teaching and learning strategies and resources.

NOCN encourages centres to use the functional skills and knowledge acquired by learners undertaking units as a means of supporting and encouraging them to take the National Literacy and Numeracy Tests at Levels 1 / 2 as appropriate. These can be taken alongside the NOCN Qualifications in Progression (QCF). For details of the NOCN Level 1 and Level 2 National Certificates in Adult Literacy and Numeracy please contact your OCN. The Move On website at www.move-on.org.uk also has details of how to support learners in achieving success with the National Tests.

3.3 Relationship with National Occupational Standards

Units from the Level 1, Level 2 and Level 3 NOCN Qualifications in Progression (QCF) have been mapped where relevant to the appropriate National Occupational Standards (NOS). The mapping is identified on the unit against each of the learning outcomes.

Please note:
Achievement of any units, at all levels, in Sector 1, (Health, Public Services and Care) do not provide evidence against the Care Standards Act requirements.

3.4 Qualification Codes

Qualification Title	National Accreditation Number(QCA Code)
NOCN Entry Level Award in Progression (Entry 3) (QCF)	500/1894/2
NOCN Entry Level Certificate in Progression (Entry 3) (QCF)	500/1893/0
NOCN Level 1 Award in Progression (QCF)	500/1948/X
NOCN Level 1 Certificate in Progression (QCF)	500/1949/1
NOCN Level 1 Diploma in Progression (QCF)	500/1952/1
NOCN Level 2 Award in Progression (QCF)	500/1942/9
NOCN Level 2 Certificate in Progression (QCF)	500/1953/3
NOCN Level 2 Diploma in Progression (QCF)	500/1943/0
NOCN Level 3 Award in Progression (QCF)	500/1944/2
NOCN Level 3 Certificate in Progression (QCF)	500/1945/4

3.5 Restrictions on Entry

Learners registered on these qualifications must be aged 16 and over. There are no other restrictions on learner entry to these qualifications.

3.6 Language Requirements

If you have a requirement for this qualification in Welsh, please contact NOCN who will review demand and provide as appropriate. At present this qualification is not offered through the medium of Irish. This will be reviewed if there is evidence of demand.

3.7 Learners with Particular Requirements

Assessment within the NOCN Qualifications in Progression (QCF) is designed to be accessible and inclusive. The criterion-referenced approach to unit/qualification assessment allows flexibility through an assessment methodology which is deemed appropriate and rigorous for individuals or groups of learners.

If you have learners with particular requirements, please use the additional guidance, if required, on the NOCN website (www.nocn.org.uk) within the Learning Providers Section under Recognised Centre Area.

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

The NOCN Centre Recognition process requires policy statements on Equal Opportunities and Diversity and Disability Discrimination. These policy statements are then checked and confirmed through the Quality Review and Risk Assessment processes.

3.8 Level Descriptors

The NOCN Qualifications in Progression (QCF) are written against the QCA Level Descriptors see overleaf.

Level	Knowledge and Understanding	Application and action	Accountability
Entry 3	<ul style="list-style-type: none"> Use knowledge or understanding to carry out structured tasks and activities in familiar contexts Know and understand the steps needed to complete structured tasks and activities in familiar contexts 	<ul style="list-style-type: none"> Carry out structured tasks and activities in familiar contexts Be aware of the consequences of actions for self and others 	<ul style="list-style-type: none"> With appropriate guidance, take responsibility for the outcomes of structured activities Actively participate in activities in familiar contexts
Level 1	<ul style="list-style-type: none"> Use knowledge of facts, procedures and ideas to complete well-defined, routine tasks Be aware of information relevant to the area of study or work 	<ul style="list-style-type: none"> Complete well-defined, routine tasks Use relevant skills and procedures Select and use relevant information Identify whether actions have been effective 	<ul style="list-style-type: none"> Take responsibility for completing tasks and procedures subject to direction or guidance as needed
Level 2	<ul style="list-style-type: none"> Use understanding of facts, procedures and ideas to complete well-defined tasks and address straightforward problems Interpret relevant information and ideas Be aware of the types of information that are relevant to the area of study or work 	<ul style="list-style-type: none"> Complete well-defined, generally routine tasks and address straightforward problems Select and use relevant skills and procedures Identify, gather and use relevant information to inform actions Identify how effective actions have been 	<ul style="list-style-type: none"> Take responsibility for completing tasks and procedures Exercise autonomy and judgement subject to overall direction or guidance

Level	Knowledge and Understanding	Application and action	Accountability
<p>Level 3</p>	<ul style="list-style-type: none"> • Use factual, procedural and theoretical understanding to complete tasks and address problems that while well-defined may be complex and non-routine • Interpret and evaluate relevant information and ideas • Be aware of the nature of the area of study or work • Have awareness of different perspectives or approaches within the area of study or work 	<ul style="list-style-type: none"> • Address problems that while well-defined may be complex and non-routine • Identify, select and use appropriate skills, methods and procedures • Use appropriate investigation to inform actions • Review how effective methods and actions have been 	<ul style="list-style-type: none"> • Take responsibility for initiating and completing tasks and procedures, including where relevant responsibility for supervising or guiding others • Exercise autonomy and judgement within limited parameters

4. How to select and combine units into qualifications

Centres are required to ensure that units are combined in a coherent and appropriate manner for specific target groups of learners. The selection of units should be informed by the needs of the learners and their intended progression routes. This will be monitored by the OCN through the Centre Approval process, the course registration process and via external verification arrangements. Further details can be found on the NOCN website at <http://www.nocn.org.uk>.

The following are examples of how units can be combined into qualifications. The exemplars include a suggested course title, unit titles and the credit value of each unit (in brackets). These are intended only as models to guide decisions, although providers are entitled to use these exemplar titles and combinations if appropriate to their learners.

Course title: Personal Development
 Leading to: **NOCN Entry Level Award in QCF Progression (Entry 3) (QCF)**

A course offered to adults as general personal development which focuses on confidence-building and also provides the 'first step' back into a learning environment.

Total credits required: 3 at Entry 3 in Core Skills units

Unit title: Introduction to Assertiveness and Decision-Making Skills (3)

Course title: Survival Skills for Parents
 Leading to: **NOCN Entry Level Certificate in Progression (Entry 3) (QCF)**

A 150 hour 'return to learn' course aimed at parents with young children, to encourage them back into a learning environment.

Total credits required: 15 including minimum of 3 in Core Skills units

Unit titles: Core
 Introduction to Developing Parenting Skills (3)
 Introduction to Developing Skills for Listening to Children (3)

Optional
 Introduction to Developing Skills for Caring for Your Child (3)
 Understanding Human Growth and Development (3)
 Introduction to Food and Nutrition for Children and Young People (3)

Course title: ICT Skills for the Workplace
Leading to: **NOCN Level 1 Certificate in Progression (QCF)**

A short course offered to adults who wish to develop a sound grounding in ICT skills in order to improve their employability and job opportunities.

Total credits required: 21 at Level 1 including minimum 6 in Core Skills units

Unit titles: Core
Database Software (4)
Operate a Computer (4)
Use IT to Exchange Information (3)
Word Processing Software (4)
Spreadsheet Software (4)

Optional
Internet and Intranets (2)

Course title: Reading and Writing with your Child
Leading to: **NOCN Level 1 Certificate in Progression (QCF)**

A 210 hour course aimed at parents who need to develop functional skills in reading and writing, and who want to help their children with school work. (The course could be offered to cover numeracy skills with a different selection of units). Learners could progress onto a range of qualifications, including National Tests at Level 1.

Total credits required: 21 including minimum of 6 in Core Skills units

Unit titles: Core
Improving own Learning and Performance (3)
Demonstrating Speaking and Listening Skills (3)
Using Reading for Meaning (3)
Using Writing for Meaning (3)
Supporting your Children in Family Learning (3)
Working with Your Child to Develop Literacy Skills (3)
Making and Using Story Sacks for Family Learning (3)

Course title: Preparation for Vocational Training in Working with Children
Leading to: **NOCN Level 1 Diploma in Progression (QCF)**

A 420 hour course aimed at young people, aged 16-19, who are not in education, work or training and who are interested in training to work with young children. The programme would provide learners with support in developing their basic skills, as well as offer them pre-vocational tasters in working with children. The overall aim of the course would be to prepare the learners for progression into sector specific vocational qualifications.

Total credits required: 42 including minimum of 9 in Core Skills units

Unit titles: Core
Demonstrating Speaking & Listening Skills (3)
Using Reading for Meaning (3)
Using Writing for Meaning (3)
Using Common Measures (3)
Developing Own Interpersonal Skills (3)
Building a Personal Career Portfolio (3)

Optional
Understanding Nutrition, Performance and Healthy Eating (3)
Developing Skills in Caring for Young Children (3)
Introduction to Developing Language and Communication Skills in Children (3)
Understanding Child Development (3)
Understanding the Importance of Play (3)
Understanding Children's Social and Emotional Development (3)
Understanding the Physical and Psychological Needs of Children (3)
Using Craft Activities with Children and Young People (3)

Course title: Preparation for Employment
Leading to: **NOCN Level 2 Award in Progression (QCF)**

A 90 hour course offered to adults, either as a discrete programme or as an add-on to vocational programmes, to develop generic work skills and help learners to become work-ready.

Total credits required: 9 at Level 2 including minimum of 3 in Core Skills units

Unit titles: Core
Building a Personal Career Portfolio (3)
Using Teamwork Skills (3)
Preparation for Work (3)

Your OCN contact will be able to provide you with more examples and guidance on how to combine the units available into appropriate qualifications for a target group of learners.

5. How to access the qualification units

The unit listings per qualification and level with the QCA, NOCN and OPUS codes along with hyperlinks to the units are provided in the unit list on the NOCN website.

Please note that the units in the Qualifications and Credit Framework (QCF) have different unit codes (both QCA and NOCN), to those used in the National Qualification Framework (NQF). **It is essential that the units with the QCF codes are used.**

6. How the qualifications are assessed

The qualifications require achievement of the specified units with no further requirement for additional/summative assessment. Achievement is therefore determined by successful completion of unit assessment. The assessment process is as follows:

- Assessments are internally set at the Centre by assessors, against the requirements detailed in the assessment criteria of the unit
- The learners are assessed internally at the Centre, using the assessments set
- The resulting portfolios of assessed evidence are internally verified by an internal verifier at the Centre
- The portfolios of assessed evidence are externally verified by an external verifier appointed by the OCN.

6.1 Unit Assessment

Achievement of units is through internally set, internally assessed, internally verified and externally verified assessment activity, 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 will be scrutinised by the external verifier to ensure reliability and validity of assessment.

6.2 Assessment Information Grid

Each unit has a supplementary page with an Assessment Information Grid. The Assessment Information Grid gives recognised methods of assessment for NOCN units. If a method is marked 'P' (Prescribed), that method **must** be used in the assessment of the unit. Methods marked 'O' (Optional) are recommended methods and you will select the activity or activities most appropriate for your learners and context. Some units will have a combination of Prescribed and Optional methods. Assessors must always refer to this grid before devising assessment tasks. NOCN also provides Assessment Definitions for a wide range of assessment activities (NOCN Assessment Definitions grid). This grid includes a general description of the activity and, for each level (Entry to Level 3), details on how that method can be applied and what evidence is appropriate.

6.3 Marking Tasks

Each task must be assessed 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.

6.4 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.

6.5 Standardisation

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

7. Offering the qualifications

Your OCN will advise you on the best and most efficient methods for offering these qualifications to learners. All procedures for the use of these qualifications or units of the qualifications, including registration of learners, verification, and certification will be completed through your OCN that will have an identified officer to support your centre. If you have any queries or difficulties at any time you should contact your OCN office.

7.1 Approval to offer NOCN QCF Qualifications

In order to offer these qualifications, an organisation will have to be NOCN Centre Recognised.

7.2 Support for Centres

The normal OCN processes will apply for these qualifications. Details of this process are available from your local OCN office. To identify your nearest OCN, please check on the following section of the NOCN website: <http://www.nocn.org.uk/about-us/open-college-networks>. Centres should be encouraged to access the Learner Registration Service and provide Unique Learner Numbers (ULNs) for all learners who are registering onto QCF qualifications. There will be a named contact at the OCN office that will provide ongoing support and advice on the use of these QCF qualifications, including advice on assessment.

8. How the qualifications are quality assured

8.1 General Information

All Centres wishing to deliver these qualifications, or units of the qualifications, will need to demonstrate the ability to manage and deliver the units and/or the qualifications, including adherence to quality assurance and assessment regulations.

Your OCN will provide guidance and give support in enabling you to use the qualifications.

The NOCN standard quality assurance arrangements and requirements include:

- Internal assessment of all assessment tasks and activities.
- Internal verification.
- External verification.
- Standardisation.

8.2 Standardisation

NOCN will undertake a process of standardisation annually. Units from these qualifications will be selected for standardisation and OCNs will collect sample assessment materials from Centres each year.

OCNs will notify Centres on an annual basis of the required sample and materials for national standardisation purposes. **Each Centre offering the specified units is required as part of the Centre Recognition Process to contribute assessment materials for standardisation.**

Feedback on standardisation will be available to Centres annually through their OCN. National standardisation will establish:

- Statements on the standards for each unit.
- Recommendations, advice and guidance for use of the qualifications and assessment of units.

NOCN Qualifications in Progression (QCF)



Entry Level Progression Qualifications

Accreditation start date: 1st July 2007
Accreditation end date: 31st December 2010
Certification end date: 31st December 2011

Level 1 Progression Qualifications

Accreditation start date: 1st July 2007
Accreditation end date: 31st December 2010
Certification end date: 31st December 2011

Level 2 Progression Qualifications

Accreditation start date: 1st July 2007
Accreditation end date: 31st December 2010
Certification end date: 31st December 2012

Level 3 Progression Qualifications

Accreditation start date: 1st July 2007
Accreditation end date: 31st December 2010
Certification end date: 31st December 2013

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