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## 1. About the qualification

The NOCN Level 3 Award in Information, Advice or Guidance and the NOCN Level 3 Certificate in Information, Advice or Guidance aim to provide learners with the skills and underpinning knowledge required by employers in a broad range of contexts where information, advice or guidance is provided.

The qualifications are appropriate for learners who have responsibility for information, advice or guidance as part of their core work and for those who may be involved in general signposting within the sector. The qualifications also support work-based learning within the sector.

Within Further Education, the qualifications may be offered to staff who are involved in supporting young people with careers and personal choices such as teachers, lecturers, classroom / teaching support staff and learning mentors.

They are also appropriate qualifications for those who may be giving advice in the Voluntary Sector, health workers and anyone in the advice giving sector who would benefit from a programme of study which reinforces good practice, provides underpinning knowledge and give formal recognition for learning and skills developed through experience.

The qualifications aim to up-skill the personal advisor workforce and to fill the acknowledged gap in provision at this level. They give formal recognition to the work of those who may have already been giving information, advice or guidance in an informal role. These are flexible credit-based qualifications that are responsive to both the needs of the learner (the employee) and the employer and show incrementally what a learner has achieved.

Information, advice or guidance is a key part of the Government agenda in widening participation and reducing social exclusion. This places an emphasis on the delivery of a good quality information, advice or guidance service as a means of identifying progression routes to educational, training and work opportunities for adults who live in a wide range of environments. The purpose of the Department for Business, Innovation, and Skills' strategy detailed in *Skills for Sustainable Growth*<sup>1</sup> is to 'return the economy to sustainable growth, extend social inclusion and social mobility and build the Big Society. Underpinning every aspect of this purpose is the improvement of skills.' As part of this strategy the aim is to improve both the quality of information available about skills and make it easier to access through the new all-age careers service.

The qualification was developed with:

- Employment National Training Organisation (ENTO)
- Lifelong Learning UK
- Children's Workforce Development Council
- Voluntary Sector Organisations including National Citizens Advice Bureau
- Museums, Libraries and Archive Council and the local Library Service
- Private Training Providers, for example A4E
- FE Colleges

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<sup>1</sup> Skills for Sustainable Growth, Department for Business, Innovation, and Skills, November 2010  
[www.bis.gov.uk/fe-skills](http://www.bis.gov.uk/fe-skills)

- General Advice Sector, for example Advice UK
- Careers Education Sector
- Schools and 14-19 education service providers.

### Guided Learning Hours

The total recommended guided learning hours are:

- NOCN Level 3 Award in Information, Advice or Guidance – **63**
- NOCN Level 3 Certificate in Information, Advice or Guidance – **168**

The notional learning time is based on the credit values assigned to the units, and the number of unit credits required to achieve the qualification. Some learners will be able to achieve these units in a shorter time, whereas other learners, particularly those with literacy requirements, may take longer.

Guided Learning Hours (GLH) are a guide to the amount of teacher-supervised or directed study time a learner will need to complete the learning needed for a qualification. NOCN recognises that every learner is different and the actual time taken may vary.

Training providers not reliant on public funding measured by GLH may find them a useful guide to the recommended length of a programme of study. The learning hours can be divided in any way, for example, a 20 GLH hour programme could be delivered in 2 hours a week for 10 weeks or 8 hours a day for 3 days, depending on the course and learners.

### Total Qualification Time

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.

The Total Qualification Time (TQT) is:

- NOCN Level 3 Award in Information, Advice or Guidance – **90**
- NOCN Level 3 Certificate in Information, Advice or Guidance – **240**

### **Relationship with National Occupational Standards and Matrix Standards**

The NOCN Level 3 Award in Information, Advice or Guidance and the NOCN Level 3 Certificate in Information, Advice or Guidance are related to the National Occupational Standards (NOS) for Advice and Guidance (2006) developed by ENTO. Both qualifications also provide a significant amount of knowledge, understanding and skills development that underpins occupational competence in information, advice or guidance as identified in the Matrix Standards. Those units which have been developed for learners working in an advice or information giving role in schools and colleges have been mapped to New Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector (Lifelong Learning UK [www.lluk.org.uk](http://www.lluk.org.uk), <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/LLUK-00559-2007>). The mapping is detailed overleaf.

<b>Unit Title</b>	<b>ENTO National Occupational Standards for Advice and Guidance</b>	<b>Matrix Standards</b>	<b>Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector (LLUK)</b>
Information, Advice or Guidance Principles and Practice	AG1, AG2, AG3, AG4, AG5, AG6, AG12, AAG14, AG15, AG16	Element 1 Element 2 Element 3 Element 4 Element 5	
Applying Interaction Skills for Information, Advice or Guidance	AG1,AG2, AG3, AG4, AG5, AG6, AG13, AG14, AG15	Element 1 Element 2 Element 3 Element 4 Element 5e,f, g	
Reflecting on Own Practice in Information, Advice or Guidance	AG15	Element 5b,c Element 6	
Referral in Practice	AG2, AG12, AG13	Element 2e Element 7 Element 5e ,f, g	
Providing Information to Clients	AG2, AG4, AG5	Element 1 Element 2 Element 3 Element 4 Element 8	
Managing, Accessing and Creating Information Resources in Information, Advice or Guidance	AG2, AG4, AG20, AG21	Element 1 Element 3a Element 5e	
Information, Advice or Guidance Work with Groups	AG15, AG27	Element 8	
Operating within Networks to support Information, Advice or Guidance	AG12, AG13, AG18	Element 2 Element 8a, d	

<b>Unit Title</b>	<b>ENTO National Occupational Standards for Advice and Guidance</b>	<b>Matrix Standards</b>	<b>Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector (LLUK)</b>
Managing Statistical Information to support Information, Advice or Guidance	AG21	Element 6	
Working within Information, Advice or Guidance Operational Standards and Frameworks	AG15	Element 6b,f Element 7 Element 8	
Developing Interview Skills for Advice Work	AG1, AG2, AG3, AG4, AG5, AG6	Element 2 Element 3 Element 4 Element 6a,c,d,e	
Working with Job Seekers in Job Brokerage	AG1,AG2,AG3,AG4, AG5,AG6,AG7,AG13	Element 2 Element 7	
Working with Employers in Job Brokerage	AG6,AG7,AG11,AG12,AG19	Element 2 Element 3 Element 4 Element 5g	
Organising and Administering Job Brokerage	AG3,AG14,AG18,AG21,AG25	Element 1 Element 2	
Developing Interview Skills for Advice Work – Housing		Element 3b Element 5e, f, g	
Developing Interview Skills for Advice Work – Debt		Element 3b Element 5e, f, g	
Developing Interview Skills for Advice Work – Employment		Element 3b Element 5e, f, g	

<b>Unit Title</b>	<b>ENTO National Occupational Standards for Advice and Guidance</b>	<b>Matrix Standards</b>	<b>Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector (LLUK)</b>
Developing Interview Skills for Advice Work – Refugees, Immigrants or Asylum Seekers		Element 3b Element 5e, f, g	
Developing Interview Skills for Advice Work – Benefits		Element 3b Element 5e, f, g	
Understanding career related interviewing to enable learner progression			BP3 BP2.3; Q28/I33; IAG QS 5.2.2; BK1.1; Q27/I 32; BK3.4
Understand learner progression opportunities			FP3.1; Q15/I16; IAG QS 3.1; FP1.1; FP1.2
Providing information, advice and referral to support learners' progression			FK2.1; FP1.1;FP1.2; FK4.1; FK4.2; Q21; IAG QS 4.3

### Language Requirements

If you wish to offer this qualification in Welsh or Irish (Gaeilge) then please contact NOCN who will review demand and provide as appropriate.

## 2. Who the qualification is for

The NOCN Level 3 Award in Information, Advice or Guidance and the NOCN Level 3 Certificate in Information, Advice or Guidance have been developed for learners working in this field to share good practice and build confidence in their ability to fulfil their role as providers of advice at this level in a range of contexts. It gives support to those working as advice or guidance providers to be able to guide those they are supporting to make informed choices.

The minimum age for access to the qualification is **19 years** because the complex nature of advice giving within the range of sectors where it is offered demands that learners have a minimum level of experience, self awareness and self confidence.

The qualification is particularly suitable for those who:

- Have already completed the NOCN Level 2 Certificate in Information, Advice or Guidance
- Have completed another qualification at Level 2 in a relevant occupational sector
- Deliver information, advice or guidance and who want recognition for the work that they do
- Are Personal Advisors in the Welfare to Work sector who may need to develop their skills in providing personalised support, as identified in the report *Now It's Personal: Personal advisers and the new public service workforce*<sup>2</sup>.

### Restrictions on Learner Entry

Learner will also need to be able to demonstrate a minimum level of experience in the delivery of information, advice or guidance at Level 2 and be working in a relevant occupational sector. There is no requirement for learners to take up or maintain membership of a specified organisation on completion of the qualification.

### Entry Requirements

No specific prior learning and/or qualification are required for learners undertaking the NOCN Level 3 Award or the NOCN Level 3 Certificate in Information, Advice or Guidance. However, the demands and nature of the qualification and the assessment requirements are such that learners will need to have literacy skills which are at least at Level 2 of the National Standards in Adult Literacy. To meet this requirement, learners may achieve Functional Skills at Level 2 in English which aligns with the Level 2 Adult Literacy Standards. This level is required in all three skill areas of literacy.

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<sup>2</sup>Institute for Public Policy Research, June 2009 <http://www.ippr.org/>



The learner will need to be able to:

- Read and interpret given tasks
- Provide answers that are clear, logical and understandable
- Organise relevant information clearly and coherently.

Learners will also need to have a minimum level of experience in the delivery of information, advice or guidance.

### **Recognition of Prior Learning**

Recognition of prior learning is an assessment method leading to the award of credit. The process involves considering if a learner can meet the specified assessment requirements for a unit through knowledge, understanding or skills that they possess already as a consequence of which they do not need to undertake a course of learning.

Centres are encouraged to recognise the previous achievements and experiences, both formal, for example through accredited units or qualifications or informal, for example through continuous learning. This involves the recognition of achievement from a range of activities that will have been assessed through any valid method of assessment. When using the process of the recognition of prior learning, it is essential that the assessment requirements of a specific unit or, more exceptionally, a qualification have been met. The evidence of learning provided must be sufficient, reliable, authentic and valid. Evidence is not time-limited.

**QCF Level Descriptors**

Level	Summary	Knowledge and understanding	Application and action	Autonomy and accountability
<b>Level 3</b>	Achievement at Level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgment within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.	<p>Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine.</p> <p>Interpret and evaluate relevant information and ideas.</p> <p>Be aware of the nature of the area of study or work.</p> <p>Have awareness of different perspectives or approaches within the area of study or work.</p>	<p>Address problems that, while well defined, may be complex and non-routine.</p> <p>Identify, select and use appropriate skills, methods and procedures.</p> <p>Use appropriate investigation to inform actions.</p> <p>Review how effective methods and actions have been.</p>	<p>Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility for supervising or guiding others.</p> <p>Exercise autonomy and judgment within limited parameters.</p>

*Extracted from QCF level descriptor's document on QCDA's website October 2008*

### Progression Opportunities

The NOCN Level 3 Award in Information, Advice or Guidance and the NOCN Level 3 Certificate in Information, Advice or Guidance enable progression to employment, further learning opportunities within employment, or further study.

The NOCN Level 3 Award and Certificate in Information, Advice or Guidance relate academically to A-level subjects in, for example, sociology and psychology.

Learners completing the **NOCN Level 3 Award in Information, Advice or Guidance** will be able to progress to:

- The NOCN Level 3 Certificate in Information, Advice or Guidance
- Other appropriate Level 3 provision, for example teaching adults, facilitating group learning or mentoring.

Learners completing the **NOCN Level 3 Certificate in Information, Advice or Guidance** will be able to progress to:

- Level 4 NVQ in Information, Advice and Guidance, which is the minimum standard of competency required in the careers and education sector
- Related courses such as counselling skills, community development and working within voluntary organisations.

### 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.

### 3. Achieving the qualification

#### Rules of Combination

#### NOCN Level 3 Award in Information, Advice or Guidance

In order to achieve the NOCN Level 3 Award in Information, Advice or Guidance, the learner must achieve a total of **9** credits.

- **Mandatory Credits**  
All units in the mandatory group (**9** credits) must be achieved.

#### Exemptions

A maximum of **3** credits can be claimed as exemption.

The following NQF unit is an exemption from the QCF unit of the same name:

H/501/8090 Information, Advice or Guidance Principles and Practice

#### NOCN Level 3 Certificate in Information, Advice or Guidance

In order to achieve the NOCN Level 3 Certificate in Information, Advice or Guidance, the learner must achieve a total of **24** credits.

- **Mandatory Credits**  
All units in the mandatory group (**9** credits) must be achieved.
- **Optional Credits**  
A minimum of **15** credits are taken from the optional group.

#### Exemptions

A maximum of **15** credits can be claimed as exemption.

The NQF unit K/501/8091 Developing Interaction Skills for Information, Advice or Guidance provides exemption from the QCF unit J/502/7994 Applying Interaction Skills for Information, Advice or Guidance.

The NQF unit L/501/8102 Developing the Advice Work Role provides exemption from the following QCF units:

Unit Reference Number	Unit Title	Credit Value
D/502/7547	Developing Interview Skills for Advice Work – Benefits	1
H/502/7548	Developing Interview Skills for Advice Work – Debt	1
K/502/7549	Developing Interview Skills for Advice Work – Employment	1
D/502/7550	Developing Interview Skills for Advice Work – Housing	1

The following NQF units are exemptions from the QCF units of the same name:

<b>Unit Reference Number</b>	<b>Unit Title</b>
H/501/8090	Information, Advice or Guidance Principles and Practice
T/501/8093	Referral in Information, Advice or Guidance Practice
R/501/8103	Reflecting on own Practice in Information, Advice or Guidance
A/501/8094	Providing Information to Clients
F/501/8095	Managing, Accessing and Creating Information Resources in Information, Advice or Guidance
J/501/8096	Information, Advice or Guidance Work with Groups
L/501/8097	Operating within Networks to Support Information, Advice or Guidance
R/501/8098	Managing Statistical Information to Support Information, Advice or Guidance Practice
F/501/8100	Working within Information, Advice or Guidance Operational Standards and Frameworks
Y/501/8104	Working with Job Seekers in Job Brokerage
D/501/8105	Working with Employers in Job Brokerage
H/501/8106	Organising and Administering Job Brokerage

***Please note that learners registered for the NOCN Level 3 Certificate in Information, Advice or Guidance, who are unable to achieve the full credit value of that qualification, may alternatively be awarded the NOCN Level 3 Award in Information, Advice or Guidance, provided the required rules of combination for that qualification have been met.***

### **Achievement Methodology**

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

In summary:

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

#### 4. The qualification units

Please click on the hyperlinks below to access the units from the NOCN website.

##### NOCN Level 3 Award in Information, Advice or Guidance

Ofqual Unit Code	Unit Title	Mandatory or Optional	Credit Value	Level
J/502/7994	<a href="#">Applying Interaction Skills for Information, Advice or Guidance</a>	Mandatory	6	3
A/502/8950	<a href="#">Information, Advice or Guidance - Principles and Practice</a>	Mandatory	3	3

##### NOCN Level 3 Certificate in Information, Advice or Guidance

Ofqual Unit Code	Unit Title	Mandatory or Optional	Credit Value	Level
J/502/7994	<a href="#">Applying Interaction Skills for Information, Advice or Guidance</a>	Mandatory	6	3
A/502/8950	<a href="#">Information, Advice or Guidance - Principles and Practice</a>	Mandatory	3	3
D/502/7547	<a href="#">Developing Interview Skills for Advice Work - Benefits</a>	Optional	1	3
H/502/7548	<a href="#">Developing Interview Skills for Advice Work - Debt</a>	Optional	1	3
K/502/7549	<a href="#">Developing Interview Skills for Advice Work - Employment</a>	Optional	1	3
D/502/7550	<a href="#">Developing Interview Skills for Advice Work - Housing</a>	Optional	1	3
H/502/7551	<a href="#">Developing Interview Skills for Advice Work - Refugees, Immigrants or Asylum Seekers</a>	Optional	1	3
L/502/7995	<a href="#">Information, Advice or Guidance Work with Groups</a>	Optional	3	3
R/502/7996	<a href="#">Managing Statistical Information to Support Information, Advice or Guidance Practice</a>	Optional	3	3
Y/502/7997	<a href="#">Managing, Accessing and Creating Information Resources in Information, Advice or Guidance</a>	Optional	3	3
H/502/7999	<a href="#">Operating within Networks to Support Information, Advice or Guidance</a>	Optional	3	3
J/502/8000	<a href="#">Organising and Administering Job Brokerage</a>	Optional	3	3
F/502/7993	<a href="#">Providing Information to Clients</a>	Optional	3	3
A/502/7555	<a href="#">Providing Information, Advice and Referral to Support Learner Progression</a>	Optional	1	3
L/502/8001	<a href="#">Referral in Information, Advice or Guidance Practice</a>	Optional	3	3

R/502/8002	<a href="#">Reflecting on Own Practice in Information, Advice or Guidance</a>	Optional	3	3
F/502/7556	<a href="#">Understand Career-related Interviewing Skills to Enable Learner Progression</a>	Optional	3	3
T/502/7750	<a href="#">Understanding Learner Progression Opportunities</a>	Optional	1	3
Y/502/8003	<a href="#">Working with Employers in Job Brokerage</a>	Optional	3	3
D/502/8004	<a href="#">Working with Job Seekers in Job Brokerage</a>	Optional	3	3
H/502/8005	<a href="#">Working within Information, Advice or Guidance Operational Standards and Frameworks</a>	Optional	3	3

The assessment activities for the units are indicated in the Assessment Information Grid on the individual units.

An explanation of the kind of activity, assessment and evidence expected at the appropriate level is given on the next page

## Assessment Definitions

### Case Studies

Consideration of a particular, relevant situation or example, selected by the tutor or by learners, which enables learners to apply knowledge to specific situations. May be used as a collective / group activity and discussed in a group of learners or by an individual learner. **Or** 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

	Activity	Assessment	Evidence
<b>Level 3</b>	Case studies should allow the application of knowledge in a range of complex areas, in a variety of familiar and unfamiliar contexts. Discussion should be guided but self-directed (group). Written work should allow for autonomy, evaluation and reasoned judgements to be made (GL <sup>3</sup> = 1000 words).	Assessment through peer assessment, self-assessment, tutor observation or assessment or written work.	Evidence could be; tutor record, learner record, peer checklist, summary of discussion, audio / video / photographic record or written work.

### Oral Question and Answer

<sup>3</sup> GL=Guidance on length of activity.



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

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level 3</b>	Questions should cover a wide range of knowledge and contexts. They should allow responses to unfamiliar and unpredictable problems. The process may be time limited and formal, or may be a structured two-way discussion.	Assessment by tutor, with a degree of self-assessment and evaluation of own learning.	Evidence could be; tutor record, learner log or audio / video record.

## Report

A record of an activity and / or a summary of research which presents information in a structured way. Does not include opinion, but may include analysis or evaluation. 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.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level 3</b>	Report could be presented orally or in written format. Oral presentation should be formal and could include a range of methods. Information should be from a wide range of sources and should be evaluated. Activities should be well defined but could be unfamiliar or unpredictable. Learners should be clear on the criteria for achievement but would be expected to decide on the format and structure of the report. GL = 8 minutes for oral / 1000 words for written.	Assessment by tutor and or peers for an oral presentation.	Evidence could be; written report with tutor feedback or plan for oral presentation with peer and / or tutor feedback.

### Role Play / Simulation

Use of a situation selected by the tutor or by learners, to enable learners to practise 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.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level 3</b>	Role-plays should allow the application of skills in a range of complex areas and in a variety of familiar and unfamiliar contexts.	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.

### 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.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level 3</b>	Subjects should allow the application of knowledge in a range of complex areas, in a variety of familiar and unfamiliar context. GL = 1000 words.	Assessment through self-assessment and tutor assessment.	Evidence could be; tutor record, learner record, summary of feedback or completed work.

### 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.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level 3</b>	Practical demonstrations should allow for the application of skills and knowledge in a range of complex areas and in a variety of familiar and unfamiliar contexts.	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 / photographic record and learner log.

### Reflective log or diary

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 verification).
- Tutorial notes.
- Tutor record.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level 3</b>	The reflection process should be written and learners given guidance on appropriate methods. Learners should be asked to record regularly what they have learned and to make judgements on how effective the learning process has been in terms of, for example, usefulness, interest, extension of knowledge / skills, their own learning style and what else they need to learn.	Assessment by learner, discussed with the tutor.	Evidence could include; log / diary and tutor notes.

**Practice File**

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.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level 3</b>	Practice evidence should be chosen to demonstrate the application of knowledge and skills in a range of complex activities. Learners should be expected to select appropriate and relevant evidence with minimal guidance, and to present the evidence in a structured format with sufficient information to demonstrate achievement.	Assessment through discussion with the tutor.	Evidence could include; structured file with tutor feedback.

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

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

The learning may be assessed through:

- Responses by individual learners.
- May make use of on-line assessment.

Evidence could include:

- Written questions
- Learner responses
- Tutor feedback

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level 3</b>	Questions should cover a wide range of knowledge and contexts, and allow responses to unfamiliar and unpredictable problems. Learners should be encouraged to make use of / interpret knowledge rather than just testing recall. The process may be time limited.	Assessment by tutor or external marker (for exams / tests).	Evidence could be; written responses.



**Project**

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

The learning may be assessed by:

- Tutor, learner or peers, during and at the end of process through discussion and observation.

Evidence could include:

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

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level 3</b>	Task should be selected with tutor guidance to allow the demonstration of knowledge and skills in a range of areas and contexts, and to show the use of reasoned judgments. The project should be planned and completed within an agreed timescale.	Assessment through tutor / learner discussion and self-assessment.	Evidence could be; tutor record, learner notes, plans, reports, learner log or audio / video / photographic record.

### 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.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level 3</b>	Discussion should allow for consideration of a range of complex topics and in a variety of familiar and unfamiliar contexts.	Assessment through tutor, peer observation, one to one tutorial discussion and self-assessment.	Evidence could include; tutor record observation, learner notes, tutor lesson plan, tutorial notes, audio / video record and learner log.

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.

## 5. How the qualification is assessed

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

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

### 5.1 Unit Assessment

Achievement of units is through internally set, internally marked, internally verified and externally verified tasks, as detailed above. Centres devise assessment activities to meet the specified assessment criteria detailed in each unit, guided by the Assessment Information Grid which accompanies each unit. The activity or activities set must enable the learners to meet the standards detailed in the assessment criteria. Centre devised assessments should be scrutinised by the Internal Verifier before use to ensure that they are fit for purpose. Centre devised assessments will be scrutinised by the external verifier to ensure reliability and validity of assessment.

### 5.2 Marking Tasks

Each task must be marked against the identified assessment criteria in the unit and judged to be either achieved or not achieved. Where a series of tasks is set, learners must demonstrate the achievement of the required standard identified in the assessment criteria in all tasks in order to achieve the unit credit. All of the assessment criteria in a unit must be met before the unit is deemed achieved. The unit achievement is not banded or graded; units are either achieved or not achieved.

### 5.3 Recording Achievement

You must record each learner's performance in each unit on an appropriate form or forms. The form/s should record the learner's performance against the unit assessment criteria evidenced by the task.

### 5.4 Standardisation

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

### 5.5 Assessor and Internal Verifier Requirements

As part of the requirement to deliver this qualification there is an expectation that staff undertaking roles as part of the delivery and assessment of the qualification have a demonstrable level of expertise.

NOCN expects that Tutors/Assessors and Internal Verifiers are able to demonstrate the following competencies:

### **Tutor/Assessor:**

- Experience of the subject evidenced by a level 2 Information Advice and Guidance Qualification (or higher) or relevant work experience on a CV.
- Hold or be working towards an Assessor qualification.

### **Internal verifier**

- Experience of the subject evidenced by a level 2 Information Advice and Guidance Qualification (or higher) or relevant work experience on a CV.
- Hold or be working towards an Internal Verifier qualification.

Each centre must have internal quality assurance policies and procedures in place to ensure that decisions made by 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.

## 6. Offering the qualification

### Recognised Centres

If you are already recognised to offer NOCN qualifications and would like more information contact: [business-enquiries@nocn.org.uk](mailto:business-enquiries@nocn.org.uk).

If you are ready to add the qualification to your curriculum offer, please log in to the NOCN website, under Centres/Processes and Documents, and complete the 'Additional Qualification Approval Request Form,' which can then be returned to [business-enquiries@nocn.org.uk](mailto:business-enquiries@nocn.org.uk) for the attention of your Account and Sector Manager.

### New Centres

If you are interested in offering this qualification, but are not yet a NOCN Approved Centre and would like more information about becoming a NOCN centre and offering this qualification please see **Become a Registered Centre** on our website <https://www.nocn.org.uk/customers/nocn-centres/> and click Become a Centre.

## 7. Quality Assurance and National Standardisation

### 7.1 General Information

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

NOCN will provide guidance and give support in enabling you to use the qualification.

The NOCN standard quality assurance arrangements and requirements include:

- Internal verification
- External verification
- Standardisation.

Details and guidance are provided by NOCN.

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.

### 7.2 Standardisation

Standardisation is a process that promotes consistency in the understanding and application of standards, as it:

- establishes statements on the standard of evidence required to meet the assessment criteria for the units in NOCN qualifications
- makes recommendations on assessment practice
- produces advice and guidance for the assessment of units
- identifies good practice in assessment.

It is a requirement of the Centre Recognition Process that each Centre offering the units from the qualification must contribute assessment materials and learners' evidence for NOCN standardisation if requested.

NOCN will notify Centres of the required sample for standardisation purposes. Assessment materials, learners' evidence and tutor feedback will be collected by External Verifiers on behalf of NOCN.

Outcomes from standardisation will be available to Centres through NOCN.



## **NOCN**

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