



PART OF **nocn** GROUP

QUALIFICATION SPECIFICATION

International Volunteering Qualifications

**NOCN Level 3 Award in International Volunteering
Qualification No: 603/3029/6**

**NOCN Level 3 Diploma in International Volunteering
Qualification No: 603/3030/2**

Operational Start Date: 9 March 2018

Version: 3.0 April 2023

To know more about NOCN:

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

Introduction

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

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

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

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

About NOCN Group

NOCN is part of NOCN Group, a progressive educational charity whose core aims are to help learners reach their potential and organisations thrive. The group includes business units specialising in regulated UK and international qualifications, end point assessment, endorsed programmes 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/>

Summary of changes

This section summarises the changes to the qualification specification since the last version (version 2.0 February 2019).

Version	Publication date	Summary of Amendments
3.0	April 2023	<ul style="list-style-type: none"> Updated wording to align with latest NOCN qualification specification template. To align to specific volunteering placements, the Fundraising to Support an International Volunteering Placement unit has been replaced by three single unit pathways.

Qualifications at a Glance

Title	Size
NOCN Level 3 Award in International Volunteering Qualification No: 603/3029/6	GLH – 74 TQT – 100 Credit – 10
NOCN Level 3 Diploma in International Volunteering Qualification No: 603/3030/2	GLH – 173 TQT – 410 Credit – 41
Purpose	Target Audience
The purpose of these qualifications is to equip learners with the knowledge and skills to prepare for, complete and reflect on an International Volunteering experience.	These qualifications are designed for those want to embark on an international volunteering placement.
Content Overview	Entry Requirements
These Level 3 qualifications provide the knowledge and skills to: <ul style="list-style-type: none"> • Understand the cultural, social, political and religious impact of volunteering. • Understand the implications and responsibilities of local laws, and the rights of children. • Identify relationship issues due to workplace culture, language, workload and cultural norms. 	There are no formal entry requirements.
Assessment	Additional Resources
These qualifications are assessed by Portfolio of Evidence.	n/a

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1. Overview of Qualification

These qualifications are vocationally based and as such, offers the opportunity for learners to demonstrate an achievement of practical skills, understanding and knowledge relevant to preparing for, completing and reflecting on an international volunteering placement.

The achievement of these qualifications demonstrates the development of skills which will support learners to gain employment and is considered by UCAS as providing participants with valuable skills and experience that will help them succeed in Higher Education.

The International Volunteering qualifications are for learners who wish to develop skills and knowledge required to prepare for, participate and reflect on an international volunteering placement.

The qualifications have been developed with subject matter experts.

1.1 Entry Requirements

There are no formal entry requirements for learners undertaking these qualifications.

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.

These qualifications are available to learners aged **16** years or over.

1.2 Progression Routes

Achievement of the NOCN Level 3 Award in International Volunteering would enable learners to progress onto the NOCN Level 3 Diploma in International Volunteering.

Achievement of the NOCN Level 3 Diploma in International Volunteering confirms the learner has gained the knowledge and skills required to:

- **Progress onto further learning**

2 Qualification Details

2.1 Qualification Structure

The NOCN Level 3 **Award in International Volunteering** is a **10** credit qualification with a Total Qualification Time (TQT) of **100**, including **74** Guided Learning Hours (GLH).

Learners **must** achieve all **10** credits from the **2** mandatory components.

Component Title	Level	Credit Value	Mandatory or Optional	Ofqual Reference Number
Preparing for an International Volunteering Placement	3	6	M	M/616/4289
Preparing for Selection as an International Volunteer	3	4	M	M/616/4292

The NOCN Level 3 **Diploma in International Volunteering** is a **41** credit qualification with a Total Qualification Time (TQT) of **410**, including **173** Guided Learning Hours (GLH).

Learners **must** achieve all **32** credits from the **4** mandatory components and **9** credits from one of the single unit pathways.

Component Title	Level	Credit Value	Mandatory or Pathway	Ofqual Reference Number
Preparing for an International Volunteering Placement	3	6	M	M/616/4289
Preparing for Selection as an International Volunteer	3	4	M	M/616/4292
Undertaking an International Volunteering Placement	3	20	M	K/616/4291
Reflecting on an International Volunteering Placement	3	2	M	H/616/4290
Understand the Marine Environment and Conservation	3	9	Pathway	F/650/6543
Understand Conservation Biology and the Environment	3	9	Pathway	H/650/6544
Understand Global Citizenship	3	9	Pathway	J/650/6545

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>1. Guided Learning Hours (GLH):</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Classroom-based learning supervised by a teacher • Work-based learning supervised by a teacher • Live webinar or telephone tutorial with a teach 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
<p>2. Other Learning Hours (OLH):</p> <ul style="list-style-type: none"> • 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"> ○ preparatory work ○ self-study ○ any other form of education or training, including assessment 	<ul style="list-style-type: none"> • 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

2.3 Assessment and Evidence

These qualifications have **internally** set and **internally** assessed units.

Internal assessment (internally set and internally assessed)

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

For assessments that are internally set, the IQA will need to ensure pre-verification of assessment tasks take place prior to its use to ensure that it is an appropriate assessment tool, that it is inclusive to learners of all needs, that it meets the principles of assessment and does not hinder learner attainment of the NOCN assessment evidence requirements.

Refer to the **NOCN Quality Assurance Manual** for further information on the Internal Quality Assurance process. This can be found on the NOCN website at www.nocn.org.uk

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

Assessment activities must be robust in that the assessment decisions are made based on evidence, which is valid, authentic, current, sufficient and reliable regarding the assessment taking place:

- Valid** The validity of an assessment decision is ensuring that the right thing has been assessed in the right way to deliver an accurate assessment result.
- Authentic** The assessment process must ensure that all evidence of achievement is authentic in that it has been created solely by the learner (unless otherwise required) and has not been plagiarised. If work was not authentic, it would undermine the entire the assessment process and overall qualification system.
- Current** The assessment process must ensure that the evidence used to claim qualification or unit achievement reflects current industry/qualification practice. This can be done by ensuring that the evidence is relevant at the time of the assessment as well as ensuring that the assessor has used the most-up-date assessment documentation.
- Sufficient** The Assessor must review assessment evidence to judge whether the learner has generated enough evidence at the right level to confidently cover all relevant learning outcome or assessment criteria requirements. The Assessor must also ensure their records of the assessment are complete, legible and accurate.
- Reliable** The Assessor must ensure that they are making reliable and consistent assessment decisions across their learners and with other Assessors within the Centre. Assessment decisions must also be consistent over time and across academic/programme cycles. This can be supported by attending standardisation activities.

The qualifications are graded at Pass/Fail.

More details on each unit's assessment can be found in the Assessment section of each unit.

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 and Special Considerations Policy and Procedure** found on the NOCN website at www.nocn.org.uk

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

The NOCN Centre Approval process requires the Centre to hold policy statements on Equal Opportunities, Diversity and Disability Discrimination, which will be reviewed by NOCN.

Please refer to the **NOCN Quality Assurance Manual** 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

2.7 Assessment and Evidence for the components

Assessment materials are only available to centres approved to deliver these qualifications.

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

<https://www.nocn.org.uk/support/nocn-support/quality-assurance/>

Centre Information

3.1 Required Resources for Delivering the Qualification

As part of the requirement to deliver these qualifications 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 and Assessors are able to demonstrate the following competencies:

3.1.1 Tutor Requirements

- Be subject matter experts, hold or be registered as working towards, a recognised education and training qualification, have experience of delivering training within this subject area. The minimum expectation is that the level of competence of the Tutor should be at the same level as the training that is to be delivered.

3.1.2 Assessor Requirements

- Be technically competent, have experience of carrying out assessment activities and hold, or be registered as working towards, a recognised assessing qualification. The minimum expectation is that the level of competence of the Assessor should be at the same level as the qualification being assessed.

3.1.3 Internal Quality Assurer Requirements

- 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.

NOCN expects that an Internal Quality Assurer is able to demonstrate the following competencies:

They should:

- Have an understanding of the subject area, have experience in carrying out internal quality assurance activities and hold, or be registered as working towards, a recognised Internal Quality Assurance qualification. The minimum expectation is that the level of competence should be at the same level as the qualification being quality assured.

NOCN supports and recognises Centres' internal quality assurance systems which support the above; any system should include standardisation and sharing of good practice.

Centre staff may undertake more than one role, e.g. tutor, assessor or internal quality assurer, but they **cannot** carry out any quality assurance on work that they have previously assessed.

3.1.4 Continuing Professional Development (CPD)

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

3.1.5 External Quality Assurance

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

The External Quality Assurer will make regular visits to all centres. During these visits they will:

Monitor the Centre's compliance with the Centre approval criteria by reviewing course documentation, meeting managers, tutors, internal quality assurers, learners, and administrative staff.

Review the standard of the Centre's assessment and internal quality assurance practices and decisions to determine whether all assessment requirements are met to support safe and valid claims for certification. This can be found on the NOCN website at www.nocn.org.uk

Refer to the **NOCN Quality Assurance Manual** 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 these qualifications, please contact: business-enquiries@nocn.org.uk.

Use Horizon to add qualifications to your Centre.

New Centres

If you are interested in offering these qualifications, but are not yet a NOCN Approved Centre 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 these qualifications a learner must provide evidence of learning and achievement against all the assessment requirements within each of their chosen components.

A copy of all components can be found below

Title:	Preparing for an International Volunteering Placement
Level:	3
Credit value:	4
GLH	42
Unique Reference Number:	M/616/4289
Aim:	The aim of this unit is to provide learners with knowledge and skills to be able to prepare for an international volunteering placement.
Assessment	Assessment of this unit will be through the completion of a portfolio of evidence.
Learning outcomes	
<i>The learner will:</i>	
1. Understand the culture in country of international volunteering placement.	
Delivery content:	
The aim of this learning outcome is to provide learners with the knowledge to understand the culture in country of international volunteering placement.	
The learner must:	
<ul style="list-style-type: none"> • Explain the term ‘culture shock’. • Consider the impact culture shock may have on own behaviour. • Describe characteristics of a selected country. 	
2. Know the responsibility of the volunteer in safeguarding and protecting children relevant to planned international volunteering placement.	
Delivery content:	

The aim of this learning outcome is to provide learners with the knowledge and understanding of the responsibility of the volunteer in safeguarding and protecting children relevant to planned international volunteering placement.

The learner must:

- Summarise the key requirements set out in the current UN Convention on the Rights of the Child.
- Identify forms of child abuse.
- Describe volunteers' **responsibilities** with regard to managing a disclosure on placement.

3. Be able to manage placement challenges.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to be able to manage placement challenges.

The learner must be able to:

- Assess the possible causes of relationship difficulties with own placement partner.
- Explain the **relationship problems** that may arise during the volunteer placement.
- Explain how to prevent and manage placement problems.

4. Be able to plan, deliver and evaluate an activity.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills be able to plan, deliver and evaluate an activity.

The learner must be able to:

- Plan an **activity**.
- Deliver an activity.
- Evaluate an activity.

5. Be able to reflect on learning taking place during preparation for international volunteering placement.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to be able to reflect on learning taking place during preparation for international volunteering placement.

The learner must be able to:

- Reflect on **key learning** experiences.

Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

Requirements

Characteristics

Must include:

- Culture
- Social
- Political
- Religious.

Responsibilities

Consider:

- Laws of placement Country
- Rights of the child
- Morals.

Relationship problems

Due to:

- Workplace culture
- Language
- Workload
- Cultural norms.

Activity

Such as:

- Teaching activity
- Social Care Activity
- Outward-bound Activity

Key learning

To include:

- Role on volunteer placement
- Cultural sensitivity
- Responsibilities within role

	<ul style="list-style-type: none">• Responsibility for personal safety• Skills development
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Title:	Preparing for Selection as an International Volunteer
Level:	3
Credit value:	4
GLH	32
Unique Reference Number:	M/616/4292
Aim:	The aim of this unit is to provide learners with the knowledge and skills to be able to prepare for selection as an international volunteer.
Assessment	Assessment of this unit will be through the completion of a portfolio of evidence.
Learning outcomes	
<i>The learner will:</i>	
1. Understand own motivators for seeking an international volunteering placement.	
Delivery content:	
The aim of this learning outcome is to provide learners with the knowledge and understanding of their own motivators for seeking an international volunteering placement.	
The learner must:	
<ul style="list-style-type: none"> Assess own characteristics relevant to seeking an international placement. Evaluate own motivators for seeking an international volunteering placement. 	
2. Know the skills and attributes relevant to an international volunteering placement.	
Delivery content:	
The aim of this learning outcome is to provide learners with the knowledge of the skills and attributes relevant to an international volunteering placement.	
The learner must:	
<ul style="list-style-type: none"> Evaluate the skills and attributes, within the context of international volunteering. 	

3. Be able to complete the application process for an international volunteering placement.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to be able to complete the application process for an international volunteering placement.

The learner must be able to:

- Identify own skills relevant to undertaking an international volunteering placement.
- Explain how one of these skills could be used within an international volunteering context.
- Prepare an application for an international volunteering placement.

4. Be able to develop an international volunteering placement plan.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills Be able to develop an international volunteering placement plan.

The learner must be able to:

- Develop a country-specific placement plan.
- Justify the choices made in the placement plan.
- Explain own preferred focus for international volunteering activities.

5. Be able to deliver a presentation to support a selection process.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to be able to deliver a presentation to support a selection process.

The learner must be able to:

- Explain the skills required to deliver a presentation.
- Prepare a presentation.
- Deliver the presentation in a group setting.

<ul style="list-style-type: none"> Evaluate the presentation.
6. Be able to participate in a small-scale community project.
<p>Delivery content:</p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to be able to participate in a small-scale community project.</p> <p>The learner must be able to:</p> <ul style="list-style-type: none"> Participate in a small-scale community project. Evaluate own contribution to the small-scale community project.

<p>Scope of Training</p> <p>The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.</p>	
<p>Requirements</p>	
<p>Skills and attributes</p>	<p>Must include:</p> <ul style="list-style-type: none"> Communication and collaboration Self-confidence Resilience Leadership Awareness

Title:	Undertaking an International Volunteering Placement.
Level:	3
Credit value:	6
GLH	53
Unique Reference Number:	K/616/4291
Aim:	The aim of this unit is to provide learners with knowledge and skills to be able to undertake an international volunteering placement.
Assessment	Assessment of this unit will be through the completion of a portfolio of evidence.
Learning outcomes <i>The learner will:</i>	
1. Understand the characteristics of the volunteering placement area.	
Delivery content: The aim of this learning outcome is to provide learners with the knowledge to understand the characteristics of the volunteering placement area. The learner must: <ul style="list-style-type: none"> • Describe own first impressions of the placement area. • Explain own adaptation to cultural or social differences. 	
2. Be able to plan and review key personal targets during the volunteering placement.	
Delivery content: The aim of this learning outcome is to provide learners with the knowledge and skills to be able to plan and review key personal targets during the volunteering placement. The learner must be able to: <ul style="list-style-type: none"> • Create a personal activity plan in line with key personal targets. • Evaluate the activity plan at given intervals. 	
3. Be able to undertake volunteer-led activities.	
Delivery content:	

The aim of this learning outcome is to provide learners with the knowledge and skills to be able to undertake volunteer-led activities.

The learner must be able to:

- Describe the following **aspects** of specific volunteer-led activity:
 - Apply relevant project skills to the volunteer activity.
 - Create an activity connected to a key international day.
 - Evaluate the activity.

4. Be able to complete a relevant community research project.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills able to complete a relevant community research project.

The learner must be able to:

- Create a report evaluating the host community in which the volunteering has taken place.

Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

Requirements

First impressions

- Include:
- Physical
 - Social
 - Culture.

Aspects

- Include:
- The role of the volunteer
 - The responsibilities of the volunteer
 - The outcomes of the activity.

Title:	Reflecting on an International Volunteering Placement
Level:	3
Credit value:	2
GLH	16
Unique Reference Number:	H/616/4290
Aim:	The aim of this unit is to provide learners with the knowledge and skills to be able to reflect on an international volunteering placement.
Assessment	Assessment of this unit will be through the completion of a portfolio of evidence.
Learning outcomes <i>The learner will:</i>	
1. Be able to reflect on volunteering placement experience.	
Delivery content: The aim of this learning outcome is to provide learners with the knowledge and skills to be able to reflect on volunteering placement experience. The learner must be able to: <ul style="list-style-type: none"> • Describe three achievements gained during volunteering placement. • Describe three challenges experienced during volunteering placement. • Evaluate volunteering placement experience. • Evaluate skills gained from volunteering experience. 	
2. Know how to evaluate and respond to global issues.	
Delivery content: The aim of this learning outcome is to provide learners with the knowledge and understand to know how to evaluate and respond to global issues. The learner must: <ul style="list-style-type: none"> • Evaluate a global issue experienced during own international volunteering placement. 	

- Suggest ways to become an active global citizen, responding to the issue identified.

3. Be able to evaluate a specific volunteering placement.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to be able to evaluate a specific volunteering placement.

The learner must be able to:

- Explain the volunteer’s role within the context of a volunteering placement.
- Evaluate the impact of the volunteering work undertaken on:
 - the volunteer
 - the community.

Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

Scope of Assessment

No specific requirements detailed.

Title:	Understand the Marine Environment and Conservation
Level:	3
Credit value:	9
GLH	30
Unique Reference Number:	F/650/6543
Aim:	The aim of this unit is to provide learners with knowledge and skills to be able to understand the Marine Environment and Conservation.
Assessment	Assessment of this unit will be through the completion of a portfolio of evidence.
Learning outcomes	
<i>The learner will:</i>	
1. Know the fundamental terminology and concepts of marine conservation.	
Delivery content:	
The aim of this learning outcome is to provide learners with the knowledge to understand the fundamental terminology and concepts of marine conservation.	
The learner must:	
<ul style="list-style-type: none"> • Explain the meaning of key terms used in marine conservation, such as biodiversity, ecosystem, habitat, and conservation. • Describe the importance of marine conservation and its role in sustaining the health of the oceans and the planet. • Understand the impacts of human activities on marine ecosystems and identify key marine conservation issues. 	
2. Understand marine habitats including coral reefs and the Great Barrier Reef.	
Delivery content:	
The aim of this learning outcome is to provide learners with the knowledge to understand marine habitats including coral reefs and the Great Barrier Reef.	
The learner must:	

- Describe the **characteristics** of marine habitats and the types of organisms that live in these habitats.
- Understand the importance of coral reefs and the Great Barrier Reef in supporting marine biodiversity and ecosystems.
- Identify the **major threats** to coral reefs and the Great Barrier Reef
- Recognise the **key species** that live on coral reefs and the Great Barrier Reef.

3. Understand different types of marine conservation volunteering roles and their importance to conservation.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge to understand different types of marine conservation volunteering roles and their importance to conservation.

The learner must:

- Understand the importance of volunteering in marine conservation efforts and its impact on conservation outcomes.
- Identify different **types of marine conservation volunteering roles**.
- Describe the skills and knowledge required for different types of marine conservation volunteering roles, such as fieldwork, data analysis, and communication.
- Recognise the **challenges and opportunities** associated with marine conservation volunteering.

4. Understand the core knowledge and skills required to perform marine conservation volunteering activities.

Delivery content:

The aim of this learning outcome is to provide learners with an understanding of the core knowledge and skills required to perform marine conservation volunteering activities.

The learner must:

- Understand the importance of planning, delivering, and evaluating an activity to achieve its intended objectives.
- Identify the key steps involved in planning an activity, including setting goals, identifying target audiences, and selecting appropriate methods.
- Develop effective communication and interpersonal skills to facilitate the delivery of an activity.
- Identify potential challenges and barriers to planning, delivering, and evaluating an activity, and develop strategies to overcome them.

5. Be able to recognise marine resource conflicts and solutions, including the effectiveness of Marine Protected Areas (MPAs) in conservation.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to be able to recognise marine resource conflicts and solutions, including the effectiveness of Marine Protected Areas (MPAs) in conservation.

The learner must be able to:

- Understand the concept of marine resource conflicts, including the different types of conflicts that can arise over the use of marine resources, such as fishing, oil and gas extraction, and tourism.
- Identify the key factors that contribute to marine resource conflicts, including economic, social, and environmental factors, and how these conflicts can impact the sustainability of marine resources.
- Recognise the potential solutions to marine resource conflicts, including the use of Marine Protected Areas (MPAs), community-based resource management, and stakeholder engagement.
- Evaluate the benefits and challenges of using MPAs as a tool for marine conservation and the potential trade-offs associated with their implementation.

Scope of Training

<p>The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.</p>	
<p>Requirements</p>	
<p>Key marine conversation issues</p>	<p>Including but not limited to:</p> <ul style="list-style-type: none"> • Overfishing • Pollution • Climate change
<p>Characteristics of marine habitats</p>	<p>Including but not limited to:</p> <ul style="list-style-type: none"> • Water movement • Depth • Temperature • Light • Plankton • Nekton • Benthos
<p>Major threats</p>	<p>Including but not limited to:</p> <ul style="list-style-type: none"> • Overfishing • Pollution • Climate change, • Ocean acidification
<p>Key species</p>	<ul style="list-style-type: none"> • Fish • Invertebrates • Marine mammals
<p>Types of marine conservation volunteering roles</p>	<p>Including but not limited to:</p> <ul style="list-style-type: none"> • Research assistants • Field biologists • Outreach educators
<p>Challenges and opportunities</p>	<p>Including but not limited to:</p> <ul style="list-style-type: none"> • Working in remote locations • Interacting with local communities • Adapting to different cultural contexts

Title:	Understand Conservation Biology and the Environment
Level:	3
Credit value:	9
GLH	30
Unique Reference Number:	H/650/6544
Aim:	The aim of this unit is to provide learners with an understanding of the complex and interconnected issues related to conservation biology and the environment. Learners will gain knowledge of a range of global issues and become familiar with the principles of conservation biology, and the different strategies used to preserve biodiversity and manage natural resources sustainably.
Assessment	Assessment of this unit will be through the completion of a portfolio of evidence.
Learning outcomes	
<i>The learner will:</i>	
1. Understand the fundamental terminology and concepts of ecological systems and the biosphere.	
Delivery content:	
<p>The aim of this learning outcome is to provide learners with the knowledge to understand the fundamental terminology and concepts of ecological systems and the biosphere.</p> <p>The learner must:</p> <ul style="list-style-type: none"> • Understand the fundamental terminology and concepts related to ecological systems and the biosphere. • Identify the different types of terrestrial ecological systems. • Recognise the different biomes that make up the biosphere, including forests, grasslands and deserts. • Understand the importance of biodiversity and ecosystem services to the functioning of ecological systems. • Discuss the main impacts of human activities on ecological systems and the biosphere. 	

2. Understand habitats and their associated species.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and understanding of habitats and their associated species.

The learner must:

- Understand the concept of habitats and the **key characteristics** that define them.
- Identify the different types of habitats.
- Recognise the different **key habitats and species**, including plants, animals, and microorganisms, and their roles in ecosystem functioning and biodiversity.
- Understand the importance of habitat diversity and connectivity to the survival and wellbeing of species, and the potential consequences of habitat loss and fragmentation.

3. Understand the human impact on terrestrial systems and the importance of defining and reaching sustainable practices.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and understanding of the human impact on terrestrial systems and the importance of defining and reaching sustainable practices.

The learner must:

- Understand the **impact of human activities on terrestrial systems**.
- Recognise the importance of biodiversity and ecosystem services provided by terrestrial systems, and the consequences of habitat destruction and fragmentation.
- Identify the key components of sustainability, including the triple bottom line of economic, social, and environmental sustainability, and the importance of balancing these components for long-term success.

- Understand the concept of sustainable practices and the role they play in promoting the health and wellbeing of terrestrial systems, as well as human societies.
- Evaluate a case study of a successful and of an unsuccessful sustainable practice, and the factors that contribute to their outcomes.

4. Be able to develop core knowledge and skills required to perform conservation volunteering activities.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to be able to develop core knowledge and skills required to perform conservation volunteering activities.

The learner must be able to:

- Understand the importance of **conservation volunteering** and its role in supporting conservation efforts and promoting sustainability.
- Identify the **key skills and attributes** required for effective conservation volunteering.
- Develop an understanding of the local context and culture in which conservation volunteering takes place, including the potential **challenges and opportunities**.
- Learn about the **basic principles of conservation biology**.
- Gain practical skills and experience in conservation techniques, such as habitat restoration, species monitoring, and invasive species management.

5. Be able to recognise resources conflicts and current approaches to solutions including the effectiveness of habitat management in conservation.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to be able to recognise resources conflicts and current approaches to solutions including the effectiveness of habitat management in conservation.

The learner must be able to:

- Understand the concept of resource conflicts and their potential impact on conservation efforts, including conflicts between different stakeholder groups and the competing demands for resources.
- Identify the **different types of resource conflicts**.
- Recognise the importance of habitat management as a tool for conservation, including habitat restoration, habitat protection, and species reintroduction.
- Evaluate the effectiveness of **different habitat management approaches** through its benefits and challenges.

Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

Requirements

Fundamental terminology and concepts	Including but not limited to: <ul style="list-style-type: none"> • Ecosystems • Biomes • Food webs • Biodiversity • Keystone species • Ecological succession
Impacts of human activities on ecological systems and the biosphere	<ul style="list-style-type: none"> • Climate change • Habitat destruction • Pollution • Overexploitation of natural resources
Key characteristics	Physical, chemical, and biological components that make up a habitat.
Key habitats and species	Including but not limited to: <ul style="list-style-type: none"> • Savannas and the animals that are adapted to living in this habitat, such as lions, zebras, and giraffes. • Rainforests and animals that live in rainforests, including gorillas, chimpanzees, and a wide variety of birds and insects. • Deserts and animals that have developed to survive in these harsh environments, including cacti, camels, and desert foxes.

	<ul style="list-style-type: none"> • Wetlands • Endangered species such as elephants, rhinos, and gorilla and what is being done to protect them.
Impact of human activities on terrestrial systems	<p>Including but not limited to:</p> <ul style="list-style-type: none"> • Land use change • Urbanisation • Release of greenhouse gases • Deforestation • Climate change • Invasive species
Conservation volunteering	<p>Including but not limited to:</p> <ul style="list-style-type: none"> • Habitat restoration • Wildlife monitoring • Environmental education • Trail maintenance • Citizen science • Wildlife rehabilitation • Community outreach
Key skills and attributes	<p>Including:</p> <ul style="list-style-type: none"> • Teamwork • Communication • Problem-solving • Adaptability.
Challenges and opportunities	<p>Including but not limited to:</p> <ul style="list-style-type: none"> • Resource conflicts • Habitat management • Conservation strategies • Interacting with local communities • Adapting to different cultural contexts
Basic principles of conservation biology	<p>Including:</p> <ul style="list-style-type: none"> • Species identification • Habitat assessment • Data collection.
Different types of resource conflicts	<p>Including but not limited to:</p> <ul style="list-style-type: none"> • Water management • Wildlife management • Natural resource extraction
Different habitat management approaches	<p>Including:</p> <ul style="list-style-type: none"> • The use of protected areas • Wildlife corridors • Ecosystem-based management

Title:	Understand Global Citizenship
Level:	3
Credit value:	9
GLH	30
Unique Reference Number:	J/650/6545
Aim:	The aim of this unit is to provide learners with the knowledge and skills to engage effectively with the complex and interconnected global challenges facing the world. Learners will explore a range of global issues and understand their role in promoting sustainable and equitable development around the world.
Assessment	Assessment of this unit will be through the completion of a portfolio of evidence.
Learning outcomes	
<i>The learner will:</i>	
1. Be able to define and explain the concept of global citizenship and its significance in contemporary society.	
Delivery content:	
<p>The aim of this learning outcome is to provide learners with the knowledge and skills to be able to define and explain the concept of global citizenship and its significance in contemporary society.</p> <p>The learner must be able to:</p> <ul style="list-style-type: none"> • Understand the concept of global citizenship, including its historical roots and evolution, and its different interpretations and meanings. • Identify the key characteristics and values of global citizenship. • Recognise the importance of global citizenship in contemporary society. • Evaluate the different dimensions of global citizenship. • Evaluate the benefits and challenges of global citizenship. 	
2. Understanding the complex and interconnected issues facing our world, including poverty, inequality, climate change, and human rights.	
Delivery content:	

The aim of this learning outcome is to provide learners with the knowledge and understanding of the complex and interconnected issues facing our world, including poverty, inequality, climate change, and human rights.

The learner must:

- Understand the global nature of complex issues facing our world, and how they are interconnected.
- Identify the **causes and effects** of poverty and inequality.
- Evaluate the **causes and effects** of climate change.
- Recognise the **importance of human rights**.
- Develop an understanding of the role of different stakeholders in addressing global issues.

3. Understand the United Nations Sustainable Development Goals (SDGs) and their role in promoting sustainable and equitable development.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and understanding of the United Nations Sustainable Development Goals (SDGs) and their role in promoting sustainable and equitable development.

The learner must:

- Understand the history and development of the United Nations Sustainable Development Goals (SDGs).
- Identify the 17 SDGs and their respective targets, including their relevance to sustainable and equitable development.
- Evaluate the interconnectivity and complexity of the SDGs, and the importance of addressing multiple goals simultaneously.
- Recognise the **significance of SDGs** in the context of global challenges.
- Evaluate the progress made towards achieving the SDGs, including the challenges and obstacles faced, and the potential solutions.

4. Be able to develop intercultural competence and communication skills.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to be able to develop intercultural competence and communication skills.

The learner must be able to:

- Understand the concept of intercultural competence and its importance in promoting effective communication and engagement with people from different cultures and backgrounds
- Identify and Evaluate the **cultural factors** that influence communication.
- Recognise and respect cultural differences and similarities and develop skills for navigating cultural differences and communicating effectively across cultures.
- Develop skills for active listening, empathy, and perspective-taking, and apply these skills to enhance intercultural communication and engagement.
- Identify and Evaluate **potential barriers** to intercultural communication and develop strategies for overcoming these barriers.

5. Understand how to effect positive social and environmental change by acting as a global citizen, both in local communities and on a global scale.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and understanding of how to effect positive social and environmental change by acting as a global citizen, both in local communities and on a global scale.

The learner must:

- Understand the role of global citizenship in promoting positive social and environmental change.
- Evaluate the impact of individual and collective actions on local and global communities and identify opportunities for positive social and environmental change.
- Recognise the importance of active citizenship and civic engagement and develop skills for effective advocacy and community action.

- Use problem-solving skills to identify and respond to global challenges and develop strategies for promoting positive social and environmental change in personal and professional contexts.

6. Be able to reflect on own values, beliefs, and attitudes, and how these shape own understanding of, and engagement with global issues.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to be able to reflect on own values, beliefs, and attitudes, and how these shape own understanding of, and engagement with, global issues.

The learner must:

- Understand the concept of self-reflection and its role in promoting self-awareness and personal growth.
- Identify the key values, beliefs, and attitudes that shape own understanding of and engagement with global issues.
- Recognise the influence of cultural and social factors on own values, beliefs, and attitudes, and develop skills for cultural self-awareness and empathy.
- Evaluate the impact of own values, beliefs, and attitudes on personal and professional interactions, including in cross-cultural contexts.
- Apply self-reflection skills to Evaluate personal and professional experiences related to global issues and identify opportunities for growth and development.

Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

Requirements

Key characteristics

- Including but not limited to:
- Empathy

	<ul style="list-style-type: none"> • Respect • Responsibility • Action.
Importance of Global Citizenship	The increasing interconnectedness and interdependence of people and nations, and the challenges and opportunities of globalization.
Dimensions	Local, national, and global perspectives, and the roles and responsibilities of individuals and institutions.
Benefits and challenges	Including: <ul style="list-style-type: none"> • Potential for promoting social justice • Human rights • Sustainable development • Potential for cultural misunderstandings, conflicts, and inequalities.
Causes and effects of poverty and inequality	Including economic, social, and political factors, and the impact on individuals and communities.
Causes and effects of climate change	Including its scientific basis, its impact on ecosystems and societies, and its potential solutions.
Importance of human rights	Including civil, political, social, and economic rights, and the challenges of protecting and promoting human rights in different contexts.
Stakeholders	Including but not limited to: <ul style="list-style-type: none"> • Governments • International organisations • Civil society • Individuals.
Significance of SDGs	Including: <ul style="list-style-type: none"> • Poverty, • Inequality • Climate change • Human rights and their potential to promote sustainable and equitable development.
Important issues in our world today	Included but not limited to: <ul style="list-style-type: none"> • Climate Change • Inequality and Social Justice • Human Rights Abuses • Global Health • Environmental Degradation
Key understanding of UN SDGs	Included but not limited to: <ul style="list-style-type: none"> • An overview of the SDGs • The interconnectedness of the SDGs • Goal-specific topics • The role of governments and civil society

	<ul style="list-style-type: none">• Examples of SDG implementation
Cultural factors	Including: <ul style="list-style-type: none">• Language• Nonverbal communication• Cultural norms and values
Potential barriers	Including: <ul style="list-style-type: none">• Stereotypes• Prejudice• Cultural bias

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