

NOCN ENTRY 3 – Year 11 complete in one year 6 credits – Award in Independent Living Rights and Responsibilities				
2 Year course NOCN ENTRY 3 – Certificate in Independent Living in the Community – 15 credits needed				
Term	Unit	Learning Outcomes		Assessment Criteria
Autumn Hand out – 14.9.20 Hand In – 14.12.20	Understanding Rights and Responsibilities - 2 credits	1. Understand that people have rights 2. Understand that people have responsibilities. 3. Understand that exercising rights and responsibilities have effects on others.		1.1. Identify three legal rights. 1.2. Identify two rights that are not embedded in law. 2.1. Identify two personal responsibilities towards close friends and/or family. 2.2. Identify three personal responsibilities to the community at large. 2.3. Give two examples of how acting responsibly can benefit another person or group. 3.1. Give examples of two different actions which may affect the rights of others.
Hand out – 14.9.20 Hand In – 14.12.20	Law and Order - 2 credits	1. Understand that laws exist to benefit the community. 2. Know how laws are made. 3. Understand that there can be consequences to breaking laws. 4. Know how laws are enforced.		1.1. Identify four different laws. 1.2. Identify benefits of these laws. 1.3. Identify a rule that is not a law. 2.1. Identify who makes laws. 2.2. Give an example of an elected representative. 2.3. Identify how to vote for an elected representative. 3.1. Give two examples of breaking the law. 3.2. Give an example of breaking a rule. 3.3. State what a crime is. 3.4. Identify two different ways offenders are punished. 4.1. Identify who enforces the law. 4.2. State what to do if a crime is witnessed. 4.3. State what happens to people who are caught committing a crime. 4.4. Identify how to access a law enforcement officer.

<p>Spring</p> <p>Hand out 11.1.2021</p> <p>Hand in 19.3 2021</p>	<p>Living in a Diverse Society</p> <p>- 2 credits</p>	<p>1. Appreciate the differences in people</p> <p>2. Understand the need for tolerance and equality in society.</p> <p>3. Recognise the contributions of diverse groups to society.</p>	<p>1.1. Identify four people or groups with different values/beliefs/cultures/abilities.</p> <p>1.2. Give examples for each person or group of people with different values/beliefs/cultures/abilities.</p> <p>1.3. Give examples of how s/he is different from someone else.</p> <p>2.1. Give three examples of where people are treated badly because of their differences. 2.2. State what s/he understands by tolerance.</p> <p>2.3. Give an example of possible consequences of intolerance.</p> <p>2.4. State why equality and tolerance is important in society.</p> <p>2.5. Give three different examples of tolerant behaviour.</p> <p>3.1. State and give examples of how different groups/individuals contribute to society, for example in art, literature, music, food and language.</p> <p>3.2. State an advantage of living in a diverse society.</p>
<p>Summer</p> <p>Hand out 26.4. 21</p> <p>Hand in 5.7.21</p>	<p>Getting About Safely</p> <p>– 3 credits</p>	<p>1. Know how to stay safe when out and about.</p> <p>2. Know how to travel somewhere safely.</p> <p>3. Know how to be safe in the dark.</p>	<p>1.1. Identify three possible risks to personal safety when going out.</p> <p>1.2. Identify a way to minimise each of the risks.</p> <p>1.3. Identify a strategy for dealing with an unexpected situation.</p> <p>2.1. Identify three road information signs and state their meaning</p> <p>2.2. Identify four things to watch out for on a journey.</p> <p>2.3. Demonstrate use of designated pedestrian crossings.</p> <p>2.4. Cross road safely using designated pedestrian crossing.</p> <p>2.5. Demonstrate crossing road safely where no pedestrian crossing is available.</p> <p>3.1. Identify at least three ways to be safe in the dark.</p> <p>3.2. Identify safe routes to local amenities by day and by night.</p> <p>3.3. Identify appropriate clothing to be worn when it is dark.</p> <p>3.4. State something about the clothes that make them better in the dark.</p>

	Accessing Financial Services – 3 credits	<p>1. Know what the service is for.</p> <p>2. Know how to find the service.</p> <p>3. Be able to use the service.</p> <p>4. Know when the service is needed.</p>	<p>1.1. Give a simple outline of the function of the service.</p> <p>2.1. Find information on the availability of the service.</p> <p>3.1. Follow steps to access the service. 3.2. List a requirement of accessing the service.</p> <p>4.1. List two circumstances when s/he may need the service. 4.2. State an expected outcome of accessing the service.</p>
Autumn – year 2	<p>Living in the Community – Mandatory 1 credit</p> <p>Personal Awareness – 2 credits</p>	<p>1. Review progress towards living in the community</p> <p>2. Understand what living in the community means to them.</p> <p>1. Be able to recognise personal appearance. 2. Be able to recognise personal qualities.</p> <p>3. Understand impact of own behaviour on others.</p>	<p>1.1. Identify facilities and services s/he has accessed in his/her community. 1.2. Identify confident and less confident areas. 1.3. Identify areas that they would like to develop further. 1.4. Identify where to get help in developing them. 1.5. Identify a contribution s/he has made to the community.</p> <p>2.1. Outline features of their community. 2.2. Give examples of good and not so good things about living in a community</p> <p>1.1. Describe three physical attributes.</p> <p>2.1. Identify three personal qualities. 2.2. Identify a quality s/he would like to improve. 2.3. Suggest a way to improve a personal quality.</p> <p>3.1. Outline three ways own behaviour can affect others.</p>

Spring – year 2	Understanding Relationships – 2 credits	<p>1. Know that relationships can be different.</p> <p>2. Know how to behave appropriately in a relationship.</p> <p>3. Know the difference between informal and formal relationships.</p>	<p>1.1. Give examples of own relationships. 1.2. Outline differences between three relationships. 1.3. Give an example.</p> <p>2.1. Give an example of when s/he has demonstrated the following skills in creating and maintaining relationships: (a) starting and keeping a conversation going, (b) negotiating or explaining. 2.2. State what is meant by respect. 2.3. Identify ways of showing respect in a relationship. 2.4. Outline why appropriate behaviour and showing respect is important in a relationship.</p> <p>3.1. Give an example of an informal relationship. 3.2. Give examples of how to interact in an informal relationship. 3.3. Give an example of a formal relationship. 3.4. Give examples of how to interact in a formal relationship. 3.5. Outline how formal and informal relationships differ.</p>
Summer – year 2	Accessing Health Services – 3 credits	<p>1. Know what the service is for.</p> <p>2. Know how to find the service.</p> <p>3. Be able to use the service.</p> <p>4. Know when the service is needed.</p>	<p>1.1. Give a simple outline of the functions of the service.</p> <p>2.1. Find an example of the service in the locality.</p> <p>3.1. Follow steps to access the service. 3.2. List a requirement of accessing the service.</p> <p>4.1. List two circumstances when s/he might need the service. 4.2. State an expected outcome of accessing the service.</p>