



NCFE OCCUPATIONAL COMPETENCE GUIDELINES

www.ncfe.org.uk

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Where Service Matters

ncfe

About Us

NCFE is one of the UK's fastest growing national awarding bodies, designing and awarding qualifications that are nationally recognised to meet the needs of learners and employers.

NCFE is recognised as an awarding body by the qualifications regulators ('regulators') for England, Wales and Northern Ireland. The regulators are the Office of the Qualifications and Examinations Regulator (Ofqual) in England, the Department for Children, Education, Lifelong Learning and Skills (DCELLS) in Wales, and the Council for Curriculum, Examinations and Assessment (CCEA) in Northern Ireland.

We provide a wide range of qualifications accredited by the regulators at different levels and in a variety of subject areas. We also offer NVQs, Key Skills, Basic Skills, Functional Skills and Entry Level qualifications.

Our aim is to give individuals the mix of skills, knowledge and understanding they need to bring them closer to fulfilling their personal goals. Our qualifications and awards are used by centres across the UK including schools, colleges, adult education centres and training providers.

We're a registered educational charity and a company limited by guarantee. Our charitable aim is 'to promote and advance the education and training of young persons and adults'.

Customer Service – the NCFE way

NCFE is passionate about providing exceptional customer service and exceeding your expectations. We think our approach to customer service makes us different – easy to do business with, flexible and responsive.

We rely on your feedback to let us know whether we're providing the right kind of products and service. We carry out a number of surveys and focus groups throughout the year, but you don't have to wait until then to tell us what you think. If you want to give us your thoughts you can email feedback@ncfe.org.uk or just pick up the phone and tell us!

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Introduction

Introduction

This document aims to give guidance to those responsible for appointing delivery and assessment staff for NCFE qualifications and awards, and is intended to give some guidance on the experience and qualifications needed to deliver and assess these courses.

The document may also be useful to those delivering NCFE programmes.

The guidance in this document is not intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks; other equivalent qualifications or backgrounds may also qualify prospective staff for delivery or assessment roles.

Centres must provide sufficient numbers of suitably experienced Assessors and Internal Moderators or Verifiers to ensure that qualifications are delivered effectively. NCFE cannot be held responsible for any complications that arise in the delivery or assessment process as a result of internal recruitment decisions. Staff recruitment should be made at the discretion of centres, and centres should be aware that it is their responsibility to ensure that all staff involved in the delivery and assessment of NCFE qualifications are suitably qualified.

Section 2

General Criteria for all qualifications

The delivery and assessment team for any NCFE qualification or award should be made up of personnel who, between them, have a combination of the relevant qualifications, work experience and professional membership, as stated in Sections 3-9.

The team should include an Assessor and Internal Moderator for QCF and NQF qualifications, or an Assessor and an Internal Verifier for IIQ, Customised Awards, National Awards (NA) and National Partnership Awards (NPA).

Centre staff involved in the delivery or assessment of any NCFE qualification or award should meet the following criteria:

Essential

Deliverers or Assessors should have achieved a qualification in a related or relevant discipline at least one level above the qualification they are delivering, and should hold or be working towards a recognised teaching qualification, such as PTLLS, PGCE or Certificate in Further Education. They should also have current or recent teaching or work experience in the relevant sector. Work experience should be relevant to the subject area and within the previous 3 years.

Desirable

Individuals should currently be assessing, moderating or verifying in that sector, and should hold membership of professional sector-specific bodies or institutes. Assessors and Internal Verifiers should refer to the national standards for Assessors and Verifiers (A and V units) for guidance on how their roles should be carried out.

Illustrations of ways in which these criteria can be applied to specific qualifications are given in Sections 3-11.

Qualification specific criteria – Accreditation Services

Investing In Quality (IIQ)

Essential

- all Tutors or Trainers should hold or be working towards a current recognised teaching or training qualification
- current or recent teaching or work experience in relevant sector

Occupational Background

The delivery team should have:

- an experienced Internal Verifier/Moderator
- an experienced Tutor or Trainer

NCFE recommends that at least one member of the team has an adult teaching qualification

Desirable

- currently assessing, moderating or verifying in that sector
- membership of professional sector-specific bodies or institutes

Customised Awards

Occupational Background

The delivery team should have:

- an experienced Internal Verifier
- an experienced Tutor or Trainer
- NCFE recommends that at least one member of the team has an adult teaching qualification

Desirable

- currently assessing, moderating or verifying in that sector
- membership of professional sector-specific bodies or institutes

Section 4 Arts, Media and Publishing

Qualification specific criteria – Arts, Media and Publishing

500/8988/2 Level 2 Certificate in Art and Design (QCF)

500/8551/7 Level 3 Certificate in Art and Design (QCF)

These qualifications are delivered through different Art and Design disciplines. Relevant qualifications and experience may be generic or relevant to the specific art and design discipline being delivered.

Examples of relevant qualifications

- Degree in art and design subjects
- A Level/GCSE in Art and Design
- BTEC National Certificate/Diploma in Design or Fine Art

Examples of work experience

- Current or recent work experience as an artist/designer or experience in working in a particular art and design discipline, eg as a photographer, fine artist, sculptor etc
- Teaching specialist art and design disciplines, eg fine art, sculpture, drawing and painting etc

Level 1 and 2 Awards in Creative Craft (QCF) – various numbers

Level 3 Certificates in Creative Craft (QCF) – various numbers

501/0881/5 Level 2 Certificate in Creative Craft (QCF)

The options under these qualifications are very diverse and examples will vary between craft options. Relevant experience/qualifications will be dependent upon the craft option being delivered.

Examples of relevant qualifications

- Certificates in Art and Design/Graphic Design
- BTEC National Certificate/Diploma in Design and Craft
- Craft-specific qualifications, eg Garment Making, Stained Glass; Cake Decoration
- Diploma in Art, Design and Creative Studies
- Foundation Degree/Degree in Art, Craft and Design subjects
- NVQ in Design

Examples of work experience

- Current or recent work experience as a craft maker/designer or in particular craft areas, eg as an artist, fashion designer, chef, beauty therapist, florist, potter etc
- Member of the Craft Council

Section 4 Arts, Media and Publishing

Qualification specific criteria – Arts, Media and Publishing

500/8454/9 Level 1 Award in Graphic Design

500/8379/X Level 2 Award in Graphic Design

These qualifications can be delivered using different graphic design equipment or software. Relevant qualifications and experience may be generic or may be relevant to the context in which the qualifications are delivered.

Examples of relevant qualifications

- Graphic Design qualifications at Level 3 and above
- Degree in graphics subjects
- A-Level/GCSE in Design or Graphic Design
- NVQ in Design BTEC National Certificate/Diploma in Graphic Design
- Specific qualifications relevant to software being used, eg Adobe, Macromedia, Microsoft packages

Examples of work experience

- Current or recent work experience as a Graphic Designer, Graphic Artist or Illustrator

500/8053/2 Level 1 Certificate in Interactive Media (QCF)

500/8456/2 Level 2 Certificate in Interactive Media (QCF)

500/8123/8 Level 3 Certificate in Interactive Media (QCF)

500/8046/5 Level 2 Certificate in Animation (QCF)

Examples of relevant qualifications

- Qualifications in interactive media; animation; web design; media studies

Examples of work experience

In any of the following roles/areas:

- Art Editor
- Audio-visual Technician
- Internet/Web Professional
- Multimedia Designer
- Special Effects Technician
- Animator
- Cartoonist
- Computer Games Designer
- Digital illustrator

Section 4 Arts, Media and Publishing

Qualification specific criteria – Arts, Media and Publishing

Level 1 Music Technology qualifications (QCF) – various numbers

Level 2 Music Technology qualifications (QCF) – various numbers

500/9177/3 Level 1 Certificate in Performance Skills (QCF)

500/9178/5 Level 1 Certificate in Performance Skills using Acting (QCF)

500/9176/1 Level 1 Certificate in Performance Skills using Dance (QCF)

500/9180/3 Level 1 Certificate in Performance Skills using Music (QCF)

500/9918/8 Level 2 Certificate in Performance Skills (QCF)

500/9784/7 Level 2 Certificate in Performance Skills using Acting (QCF)

500/9786/6 Level 2 Certificate in Performance Skills using Dance (QCF)

500/9919/X Level 2 Certificate in Performance Skills using Music (QCF)

Examples of relevant qualifications

- NVQ/BTEC 3 in Music Practice/Performing Arts
- A-Level in Music Technology/Performing Arts
- Degree in Media Studies/Performing Arts/Music Technology or similar

Examples of work experience

- Current or recent experience of working (paid or unpaid) in the performance/music industry
- Member of the Musicians' Union

500/8044/1 Level 1 Certificate in Photography (QCF)

500/8045/3 Level 2 Certificate in Photography (QCF)

Examples of relevant qualifications

- Level 3/4 NVQ in Photography
- Degree in Visual Arts
- Degree in Photography

Examples of work experience

- Examples of exhibitions done or work produced
- Member of a professional institute, eg British Institute of Professional Photographers, Royal Photographic Society, Association of Photographers, Photographic Industries Council

Section 4 Arts, Media and Publishing

Qualification specific criteria – Arts, Media and Publishing

500/8063/5 Level 1 Award in Podcasting (QCF)

500/8047/7 Level 2 Award in Podcasting (QCF)

Examples of relevant qualifications

- Qualifications in Podcasting
- Podcasting programme specific qualifications
- Audio broadcasting or industry equivalent qualifications
- Qualifications in web design, audio/web broadcasting, interactive media and radio

Examples of work experience

Can be in any of the following roles/areas:

- Podcasting
- Web/audio broadcasting
- Interactive Media

Level 1 Radio Production qualifications (QCF) – various numbers

Level 2 Radio Production qualifications (QCF) – various numbers

Examples of relevant qualifications

- Qualifications in radio/media/interactive media
- Degree in Radio, Media and Film

Examples of work experience

In any of the following roles/areas:

- Radio Producer
- TV/Radio Announcer/Presenter
- Broadcast/Station Assistant
- Researcher
- Assistant Producer
- Producer – Presenter
- Commercial Producer

Qualification specific criteria – Arts, Media and Publishing

500/0262/X Level 3 Diploma in Radio (QCF)

Assessors must:

- Be occupationally competent in the occupational areas they are assessing where they have sufficient and relevant technical/occupational competence in the unit, at or above the level of the unit being assessed and as defined by the assessment methodology for the qualification
- Hold or be working towards a suitable assessor qualification to confirm they understand assessment and how to assess learners, unless a recognised assessment centre can demonstrate their training and development activity for assessors maps 100% to the NOS on which these qualifications are based on. If this is the case, the mapping process must be agreed by the awarding organisation as providing the equivalent level of rigour and robustness as the achievement of the unit qualification
- Be fully conversant with the unit(s) against which the assessments and verification are to be undertaken
- Carry out assessment to the standards specified in the relevant standards of the Learning and Development NOS

All assessment decisions made by a trainee assessor must be checked by a qualified assessor or an assessor recognised by an awarding organisation

Trainee assessors must have a plan, which is overseen by the recognised assessment centre, to achieve the relevant assessor qualification(s) within an agreed timescale.

Internal verifiers must:

- Hold or be working towards a suitable internal verifier qualification to confirm they understand how to internally verify assessments
- Have sufficient and relevant technical/occupational familiarity in the unit(s) being verified
- Be fully conversant with the standards and assessment criteria in the units to be assessed
- Understand the awarding organisation's quality assurance systems and requirements for this qualification

Trainee internal verifiers must have a plan, which is overseen by the recognised assessment centre, to achieve the internal verifier qualification within an agreed timescale.

Qualification specific criteria – Arts, Media and Publishing

500/9631/X Level 1 Award in Technical Theatre (QCF)

Examples of relevant qualifications

- Qualifications in Performing Arts, Theatre Studies, Drama or equivalent
- Degree in Performing Arts, Theatre Studies, Drama or equivalent

Examples of work experience

- Current or recent work experience in sound, lighting or costume in the role of a theatre technician
- Member of BECTU, the Trade Union for the industry

500/8343/0 Level 2 Certificate in Moving Image Production (QCF)

Examples of relevant qualifications

- Qualifications in video editing or interactive media
- Broadcasting Industry or equivalent qualifications

Examples of work experience

- Examples of camera work or editing done, eg may have been employed by regional or local television studio

Qualification specific criteria – Business, Administration and Law

501/0416/0 NCFE Level 1 NVQ Award in Business and Administration

501/0152/3 NCFE Level 1 NVQ Certificate in Business and Administration

tbc NCFE Level 2 NVQ Award in Business and Administration

501/0150/X NCFE Level 2 NVQ Certificate in Business and Administration

501/0151/1 NCFE Level 2 NVQ Diploma in Business and Administration

tbc NCFE Level 3 NVQ Certificate in Business and Administration

501/0464/0 NCFE Level 3 NVQ Diploma in Business and Administration

tbc NCFE Level 4 NVQ Certificate in Business and Administration

tbc NCFE Level 4 NVQ Diploma in Business and Administration

Assessors must be competent to make Business & Administration assessment judgements about the level and scope of individual candidate performance at work or in RWEs.

Internal Verifiers must be competent to make Business & Administration moderation and verification judgements about the quality of assessment and the assessment process.

The sector requires all assessors, moderators and verifiers to maintain current Business & Administration competence to deliver these functions. The CfA recognises this can be achieved in many ways but must be recorded in individual continual professional development (CPD) records that are maintained in Business & Administration assessment centres.

501/0287/4 NCFE Level 1 NVQ Certificate in Customer Service

501/0263/1 NCFE Level 2 NVQ Certificate in Customer Service

501/0231/X NCFE Level 3 NVQ Diploma in Customer Service

501/0232/1 NCFE Level 4 NVQ Diploma in Customer Service

The Assessor, Internal Verifier (IV) and External Verifier (EV) working at Level 1 must have:

1. a thorough understanding of the National Occupational Standards in Customer Service at Level 1 with the ability to interpret them within the environments and sectors they are working in
2. knowledge of current practice and emerging issues and changes in the VQ area across the UK
3. knowledge of current practice and emerging issues and changes in Customer Service across organisations and industries
4. experience and working knowledge of the operational, assessment and verification processes specifically for Customer Service S/NVQ Level 1
5. Sufficient, relevant and credible Customer Service experience across the level and breadth of the Standards and S/NVQs at Level 1
6. Appropriate A and V Units according to their role – within 18 months of working with the Standards for Assessors and IVs and within 12 months for EVs.

In Scotland all assessors and verifiers should provide evidence of CPD to show that they are working

Qualification specific criteria – Business, Administration and Law

to the A and/or V unit standards where appropriate; those not yet qualified should show that they are working towards achieving the appropriate units.

7. demonstrated high levels of communication and interpersonal skills.

The Assessor, Internal Verifier and External Verifier working at Level 2 must have:

1. a thorough understanding of the National Occupational Standards in Customer Service at Level 2 with the ability to interpret them within the environments and sectors they are working in
2. knowledge of current practice and emerging issues and changes in the VQ area across the UK
3. knowledge of current practice and emerging issues and changes in Customer Service across organisations and industries
4. experience and working knowledge of the operational, assessment and verification processes specifically for Customer Service S/NVQ Level 2
5. Sufficient, relevant and credible Customer Service experience across the level and breadth of the Standards and S/NVQ at Level 2
6. Appropriate A and V Units according to their role – within 18 months of working with the Standards for Assessors and IVs and within 12 months for EVs.

In Scotland all assessors and verifiers should provide evidence of CPD to show that they are working to the A and/or V unit standards where appropriate; those not yet qualified should show that they are working towards achieving the appropriate units

7. demonstrated high levels of communication and interpersonal skills.

The Assessor, Internal Verifier and External Verifier working at Level 3 must have:

1. a thorough understanding of the National Occupational Standards in Customer Service at Level 3 with the ability to interpret them within the environments and sectors they are working in
2. knowledge of current practice and emerging issues and changes in the VQ area across the UK
3. knowledge of current practice and emerging issues and changes in Customer Service across organisations and industries
4. experience and working knowledge of the operational, assessment and verification processes specifically for Customer Service NVQ Level 3
5. Sufficient, relevant and credible Customer Service skills and knowledge across the level and breadth of the Standards and NVQ at Level 3
6. Appropriate A and V Units according to their role – within 18 months of working with the Standards for Assessors and IVs and within 12 months for EVs.

In Scotland all assessors and verifiers should provide evidence of CPD to show that they are working to the A and/or V unit standards where appropriate; those not yet qualified should show that they are working towards achieving the appropriate units

7. demonstrated high Levels of communication and interpersonal skills.

Qualification specific criteria – Business, Administration and Law

(continued)

The Assessor, Internal Verifier and External Verifier working at Level 4 must have:

1. a thorough understanding of the National Occupational Standards in Customer Service at Level 4 with the ability to interpret them within the environments and sectors they are working in
2. knowledge of current practice and emerging issues and changes in the VQ area across the UK
3. knowledge of current practice and emerging issues and changes in Customer Service across organisations and industries
4. experience and working knowledge of the operational, assessment and verification processes specifically for Customer Service NVQ Level 4
5. Sufficient, relevant and credible Customer Service skills and knowledge across the level and breadth of the Standards and NVQ at Level 4
6. Appropriate A and V Units according to their role – within 18 months of working with the Standards for Assessors and IVs and within 12 months for EVs.

In Scotland all assessors and verifiers should provide evidence of CPD to show that they are working to the A and/or V unit standards where appropriate; those not yet qualified should show that they are working towards achieving the appropriate units

7. demonstrated high Levels of communication and interpersonal skills.

tbc NCFE Level 2 NVQ Certificate in Team Leading

tbc NCFE Level 3 NVQ Certificate in Management

tbc NCFE Level 5 NVQ Diploma in Management

tbc NCFE Level 7 NVQ Diploma in Management

Assessors and Verifiers must demonstrate that they:

- have credible expertise in management and leadership relevant to the level(s)/units they are assessing or verifying.
- keep themselves up-to-date with developments in management and leadership practice;
- have a thorough understanding of the NOS for management and leadership at the unit(s)/level(s) they are assessing or verifying.

In addition Assessors and Verifiers must have:

- An accredited assessor and/or verifier qualification, or
- A related qualification in assessment and/or verification that has been mapped to the national Occupational Standards for assessment and/or verifications, or
- Evidence of undertaking an employer assessment programme that has been mapped to the national Occupational Standards for assessment and/or verifications.

Qualification specific criteria – Education and Training

501/0247/3 Level 2 Award in Support Work in Schools (QCF)

501/0418/4 Level 2 Certificate in Supporting Teaching and Learning in Schools (QCF)

501/0369/6 Level 2 Certificate in Supporting the Wider Curriculum in Schools (QCF)

501/0368/4 Level 3 Award in Supporting Teaching and Learning in Schools (QCF)

501/0403/2 Level 3 Certificate in Supporting Teaching and Learning in Schools (QCF)

Level 3 Diploma in Specialist Support for Teaching and Learning in Schools (QCF)

501/0367/2 Level 3 Certificate in Cover Supervision of Pupils in Schools (QCF)

500/5690/6 Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (QCF)

tbc Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (QCF)

tbc Level 3 Certificate in Teaching in the Lifelong Learning Sector (QCF)

tbc Level 4 Certificate in Teaching in the Lifelong Learning Sector (QCF)

Assessment Principles

Assessment decisions for criteria that must be assessed in the workplace, as identified in unit assessment requirements, must be made in a real work environment by an occupationally competent assessor.

Assessment decisions for criteria that must be assessed in the workplace (competence based assessment criteria) must be made by an assessor with the expertise to make assessment decisions.

Competence based assessment must include direct observation as the main source of evidence.

Simulation may only be utilised as an assessment method for competence based assessment criteria where this is specified in the assessment requirements of the unit.

Expert witnesses can be used for direct observation where:

- they have occupational expertise for specialist areas, or
- the observation is of a particularly sensitive nature.

The use of expert witnesses should be determined and agreed by the assessor.

Assessment of criteria not identified in the unit assessment requirements as requiring assessment in the workplace may take place in or outside of a real work environment.

Assessment decisions for knowledge based assessment criteria must be made by an occupationally knowledgeable assessor.

Section 6 Education and Training

Qualification specific criteria – Education and Training

Assessment decisions for knowledge based assessment criteria must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

Internal Quality Assurance

Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions as determined by the Awarding Organisation.

Definitions

Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Occupationally knowledgeable:

This means that each assessor should have relevant knowledge and understanding, and be able to assess this in units:

- designed to test specific knowledge and understanding, or
- where knowledge and understanding are components of competency.

This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

Qualified to make assessment decisions:

Awarding Organisations must ensure that those making assessment decisions have the necessary expertise to do so, which may include having, or be working towards, appropriate qualifications including:-

1. D32/D33
2. A1/A2
3. QCF Level 3 Award in Assessing Competence in the Work Environment or
QCF Level 3 Award in Assessing Vocationally Related Achievement or
QCF Certificate in Assessing Vocational Achievement
4. Qualified Teacher Status
5. The Practice Teacher Award
6. Mentorship and assessment in health and social care settings
7. L3/L4 Preparing to Teach in the Lifelong Learning Sector (PTLLS)

4.4 Qualified to make quality assurance decisions:

Qualification specific criteria – Education and Training

All Internal Verifiers must have:

sufficient experience of having conducted assessments of the specific National Occupational Standards they are verifying or in an appropriate and related occupational area.

and

demonstrate updating within the last year involving at least 2 of the following:

- attending Awarding Body verification training courses
- studying for learning and development units
- study related to job role
- collaborative working with Awarding Bodies
- qualifications development work
- other appropriate occupational activity as agreed with the External Verifier.

4.5 Expert witness:

An expert witness must:

- have a working knowledge of the QCF units for which they are providing witness testimony
- be occupationally competent in their area of expertise
- have EITHER any qualification that includes assessment of workplace performance AND/OR a professional work role which involves evaluating the everyday practice of staff

Qualification specific criteria – Education and Training

tbc Level 3 Award in Understanding the Principles and Practice of Assessment (QCF)

tbc Level 3 Award in Assessing Competence in the Work Environment (QCF)

tbc Level 3 Award in Assessing Vocationally Related Achievement (QCF)

tbc Level 3 Certificate in Assessing Vocational Achievement (QCF)

tbc Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice (QCF)

tbc Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF)

tbc Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF)

tbc Level 4 Award in Understanding the External Quality Assurance of Assessment Processes and Practice (QCF)

tbc Level 4 Award in Externally Assuring the Quality of Assessment Processes and Practices (QCF)

tbc Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice (QCF)

All those who assess these qualifications must:

Already hold the qualification (or previous equivalent qualification) they are assessing and have successfully assessed learners for other qualifications;

If assessing quality assurance roles, they must have

- Experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two assessors
- Up-to-date working knowledge and experience of best practice in assessment and quality assurance
- Hold one of the following qualifications or their recognised equivalent:

Level 3 Award in Assessing Competence in the Work Environment or

Level 3 Certificate in Assessing Vocational Achievement, or

A1 Assess candidate performance using a range of methods, or

D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence

- Show current evidence of continuing professional development in assessment and quality assurance

Centre staff may undertake more than one role e.g. tutor and assessor or internal verifier, but must never internally verify their own assessments.

Qualification specific criteria – Education and Training

All those who quality assure these qualifications internally must:

Have up-to-date working knowledge and experience of best practice in assessment and quality assurance

Hold one of the following assessor qualifications or their recognised equivalent:

- Level 3 Award in Assessing Competence in the Work Environment, **or**
- Level 3 Certificate in Assessing Vocational Achievement, **or**
- A1 Assess candidate performance using a range of methods, **or**
- D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence

Hold one of the following internal quality assurance qualifications or their recognised equivalent:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, **or**
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, **or**
- V1 Conduct internal quality assurance of the assessment process, **or**
- D34 Internally verify the assessment process

Show current evidence of continuing professional development in assessment and quality assurance

Qualification specific criteria – Engineering and Manufacturing Technologies

500/8026/X Level 1 NVQ in Food Manufacture

500/7996/7 Level 3 NVQ in Food Manufacture

500/7989/X Level 2 NVQ in Food Manufacture

Internal staff should:

- provide current evidence of competence and understanding in the areas to be assessed, to the satisfaction of the external verifier. This may be achieved through experience and/or continuing professional development which may include the achievement of vocational qualifications relevant to the areas being assessed
- hold or be working towards achievement of the relevant assessor qualifications approved by the qualifications regulatory authorities and set out in national requirements and guidance for N/SVQ assessment
- have a full understanding of the units of competence and requirements of the qualifications being assessed
- it is strongly recommended that they hold or achieve a Certificate in Food Safety for Manufacturing, at Level 2 NQF or level 5 SCQF, if assessing N/SVQs at levels 1 and 2. Equivalent qualifications can be utilised where these are based upon Food Safety Units of Learning agreed by the Improve Awarding Body Forum 2006 and compliant with the SQS (see Improve 2006 food safety qualifications framework)
- it is strongly recommended that they hold or achieve a Certificate in Food Safety Supervision for Manufacturing, at Level 3 NQF or Level 6 SCQF, if assessing N/SVQs at levels 3 or 4. Equivalent qualifications can be utilised where these are based upon Food Safety Units of Learning agreed by the Improve Awarding Body Forum 2006 and compliant with the SQS (see Improve 2006 food safety qualifications framework).

Examples of qualifications include:

- Level 4 Award in Food Safety Management for Manufacturing
- Level 4 Certificate in Management
- Level 5 Higher National Certificate in Manufacturing Engineering
- Level 5 Higher National Diploma in Manufacturing Engineering

Examples of jobs include:

- Food Scientist/Technologist
- Manager
- Manufacturing Production Manager
- Meat Hygiene Inspector
- Purchasing/Procurement Officer
- Supervisor/Team Leader

Qualification specific criteria – Engineering and Manufacturing Technologies

500/7592/5 Level 2 NVQ in Road Passenger Vehicle Driving

Internal staff should:

- a) have a good knowledge and understanding of the sector and of current working practices
- b) be independent of the assessment centres
- c) hold the appropriate External Verifier qualification (as defined by the regulatory authorities), or have a clear action plan for achieving this qualification within 12 months of beginning external verification
- d) demonstrate their ability to maintain their occupational knowledge
- e) demonstrate knowledge, understanding and application of the occupational standards they will be externally verifying, and
- f) demonstrate their commitment to continuous personal professional development.

Examples of qualifications include:

- Edexcel Level 3 NVQ for Managing in Road Passenger Transport
- Edexcel Level 4 NVQ for Managing in Road Passenger Transport
- Edexcel Level 3 NVQ in Traffic Office
- EDI Level 3 NVQ in Driving Instruction
- Level 6 Advanced Diploma in Logistics and Transport

Examples of jobs include:

- taxi Driver
- owner of a Taxi Firm
- community Transport Driver
- chauffeur

Section 8 Health, Public Services and Care

Qualification specific criteria – Health, Public Services and Care

501/0538/3 Level 1 Award in Alcohol Awareness

At this level delivery staff aren't expected to be experts in alcohol intervention. The following would be a useful starting point for those looking to deliver this qualification.

- understanding the school/college/organisation's policy on alcohol (and associated policies) and their role in implementing the policy
- sources of support such as, local services, national helplines, websites and procedures for referrals
- general alcohol awareness

Examples of relevant qualifications

- Recommended - Level 2 Drug Awareness or Substance Misuse qualification incorporating alcohol issues eg NCFE Level 2 Certificate in Drug Awareness Studies and their Applications
- Level 2 NVQ in Health and Social Care
- Level 2 NVQ in Health
- Level 2 NVQ in Youth Work

Examples of work experience (Desirable)

Occupational background or qualifications in one or more of the following:

- Health and Social Care
- Health Promotion/Education
- Health Science
- Community/Public Health
- Personal, Social, Health and Economic (PSHE) Teaching
- Youth or Community Work
- Youth/Community Justice
- Policing

Section 8 Health, Public Services and Care

Qualification specific criteria – Health, Public Services and Care

500/4129/0 NCFE Level 2 Certificate in Conflict Management

Examples of relevant qualifications

- Current/recent experience of health and safety and/or conflict management training
- Holder of a relevant qualification in a related subject area*
- Current/recent experience of health and safety operations including personal safety of staff

*Relevant qualifications for teaching/assessing the Level 2 may include:

- NCFE Level 2 Certificate in Occupational Health and Safety
- Level 2/3 NVQs in Occupational Health and Safety
- Level 3 Certificates in Health and Safety or Occupational Safety and Health
- Level 2 Awards/Certificates in Conflict Resolution/Management/Personal Safety
- Level 3 Awards/Certificates in Delivery of Conflict Management Training

500/6328/5 Level 3 Award in Counselling Skills and Theory (QCF)

Examples of relevant qualifications

- Counselling
- Psychotherapy

Examples of work experience

- Counsellor
- Psychotherapist

100/2471/2 Level 2 Certificate in Developing Skills for Early Years Practice

Examples of relevant qualifications

- NVQ in Children's Care, Learning and Development

Examples of work experience

- Current or recent work experience in a crèche, early years, school, nursery or playwork setting at a level appropriate to the qualification, eg Level 2 worker

Section 8 Health, Public Services and Care

Qualification specific criteria – Health, Public Services and Care

100/1187/0 Level 2 Certificate in Developing Skills for Working with Children and Young People

Examples of relevant qualifications

- NVQ in Children’s Care, Learning and Development

Examples of work experience

- Current or recent work experience in early years, and at least one of the following:
 - school
 - youth/community groups
 - voluntary groups

501/0255/2 Level 1 Award in Substance Misuse Awareness (QCF)

100/2489/X Level 1 Certificate in Drug Awareness

‘Drugs: Guidance for FE Institutions’ produced by the Department for Education and Skills and the Department of Health, recognises that at this level staff aren’t expected to be drugs experts and recommends the following be included in staff training to deliver basic drug education. This would be a useful starting point for those looking to deliver this qualification.

- understanding the college policy on drugs (and associated policies) and their role in implementing the policy
- sources of support such as, local services, national helplines, websites and procedures for referrals
- general drug awareness

Examples of relevant qualifications

- Recommended - Level 2 Drug Awareness qualification eg NCFE Level 2 Certificate in Drug Awareness Studies and their Applications
- Level 2 NVQ in Health and Social Care

Examples of work experience (Desirable)

Occupational background or qualifications in one or more of the following:

- Health and Social Care
- Health Promotion/Education
- Teaching Personal, Social, Health and Economic (PSHE) education

Qualification specific criteria – Health, Public Services and Care

501/0115/8 Level 2 Award in Substance Misuse (QCF) 100/2490/6 Level 2 Certificate in Drug Awareness Studies and their Applications

Examples of relevant qualifications

- Addiction or dependence studies (Level 3 or above)
- NOCN Level 3 Award in Tackling Substance Misuse
- NCFE Level 2 Certificate in Drug Awareness Studies and their Applications
- NCFE Level 3 NVQ in Health and Social Care (Adults) with inclusion of DANOS units

Examples of work experience (Essential)

Occupational background or qualifications in one or more of the following:

- Health and Social Care
- Health Promotion
- Substance misuse services
- Drug Education advisory teacher

Significant knowledge, experience, and skills (two years within last five) of:

- National policies and strategies for dealing with substance misuse
- Aftercare and rehabilitation services

Examples of work experience (Desirable)

Significant knowledge, experience and skills (two years within last five) of:

- Legal issues around substance misuse
- Community development
- Blood-borne viruses
- Alcohol issues and national policy
- Volatile substance abuse

It is important to have specialist subject knowledge in substance misuse from qualifications or work experience in which this has been a major component.

Section 8 Health, Public Services and Care

Qualification specific criteria – Health, Public Services and Care

tbc Level 1 Diploma for Entry to the Uniformed Services

tbc Level 2 Diploma for Entry to the Uniformed Services

tbc Level 3 Diploma for Entry to the Uniformed Services

These are very diverse qualifications and it is likely that different people will work with different units.

Examples of relevant qualifications

Those meeting the requirements for any one of the following could deliver certain aspects:

- Employment Skills
- Exercise Studies
- Sports Coaching
- Activity Leadership
- Personal Development for the Outdoor Industry
- Professional Development for the Outdoor Industry

Examples of work experience

- Experience of working in the Army, Navy, RAF, Police, Fire Service or other Uniform Services

Qualification specific criteria – Health, Public Services and Care

500/6327/3 Level 2 Award in Helping Skills (QCF)

Examples of relevant qualifications

- Advice and Guidance
- Coaching and Mentoring in the workplace
- Counselling
- Human Resources
- Psychotherapy

Examples of work experience

- Counsellor
- Workplace Mentor
- Human Resources practitioner
- Advice and Guidance practitioner
- Psychotherapist

Section 8 Health, Public Services and Care

Qualification specific criteria – Health, Public Services and Care

501/0253/9 Level 1 Award in Mental Health Awareness (QCF)

500/9956/5 Level 2 Award in Understanding Working with People with Mental Health Issues (QCF)

500/2985/X Level 1 Certificate in Mental Health Awareness

500/2984/8 Level 2 Certificate in Working with People with Mental Health Issues

Examples of relevant qualifications

- Social Care
- Nursing
- Healthcare
- Social Work
- Psychiatry

Examples of work experience

In any of the following roles/areas:

- Social Care Mental Health
- Health Care Mental Health
- Nursing (eg RMN; Community Mental Health Nurse; Community Psychiatric Nurse)
- Health Visitor
- Social Worker (eg Approved Social Worker (ASW))
- Health Education/Promotion Mental Health
- Child and Adolescent Mental Health Services (CAMHS)

It is important to have specialist subject knowledge of Mental Health issues.

Qualification specific criteria – Health, Public Services and Care

500/2128/X Level 2 Cert for Non-Care Workers in Care Settings

Although this qualification covers a diverse range of topics, it is important that delivery and assessment staff have a background in Health Care or Social Care to appropriately cover these aspects of the qualification.

Examples of relevant qualifications

- Social Care
- Health and Social Care
- Healthcare

The following would also be useful but are not essential:

- Occupational Health and Safety
- Customer Care/Service

Examples of work experience

Must be working in the Health and Social Care sectors or have relevant experience in, for example:

- Healthcare
- Social Care
- Nursing
- Health Promotion

Section 8 Health, Public Services and Care

Qualification specific criteria – Health, Public Services and Care

501/0028/5 Level 2 Award in Nutrition and Health (QCF) **100/4426/7 Level 2 Certificate in Nutrition and Health**

Examples of relevant qualifications

- Degree in Human Nutrition and/or Dietetics
- Health Education/Promotion
- Sport Science
- Health Science
- Level 3 NVQ in Health & Social Care (with nutrition specific optional units)
- Human Biology/Biological Science
- Food Technology/Food Science

Examples of work experience

In any of the following roles/areas:

- Registered Nutritionist
- Registered Public Health Nutritionist
- Registered Dietician
- Sport and Exercise Nutritionist
- Food Technology/Food Science teaching
- Health Education/Promotion
- Registered Nurse

Professional Membership

Staff could be a member of one or more relevant professional bodies, including:

- The Nutrition Society
- The British Dietetic Association

It is important to have specialist subject knowledge in nutrition from qualifications or work experience in which nutrition has been a major component.

Section 8 Health, Public Services and Care

Qualification specific criteria – Health, Public Services and Care

501/0117/1 Level 3 Certificate in the Principles of End of Life Care (QCF) **500/1910/7 Level 3 Certificate in Palliative Care**

Examples of relevant qualifications

- Nursing
- Healthcare
- Health and Social Care
- Social Care
- Social Work

Examples of work experience

In any of the following roles/areas:

- Health Care
- Nursing
- Health Visitor
- Social Care
- Social Worker

It is important to have specialist subject knowledge in palliative care from qualifications or work experience in which this has been a major component. Work experience through organisations such as Macmillan, Marie Curie, Sue Ryder Care would be beneficial (though not essential).

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Qualification specific criteria – Health, Public Services and Care

500/4296/8 Level 2 Award in the Prevention and Control of Infection (QCF)

Examples of relevant qualifications

- Registered State Nurse
- Paramedic
- Doctor
- Health Visitor
- Biological Science Degree
- Level 3 Health - but must have up to date qualification of Infection Control
- Level 3 Social Care - but must have up to date qualification of Infection Control

Examples of work experience

Must be working in the Health and Social Care sectors or have relevant experience in at least one of the following roles/areas:

- Health
- Social Care
- Nursing
- Paramedic
- Medical
- Infection Control
- Health Education/Promotion/Practitioner
- Environmental Health

500/3435/2 Level 2 Award in Safeguarding Children and Young People

Examples of relevant qualifications

Level 3 qualification in Children's Care, Learning and Development. This could include the S/NVQ or Diploma in Health and Social Care.

Examples of work experience

Current or recent experience of working in an early years setting, school, playwork or youth group, or have specific child protection experience.

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Qualification specific criteria – Health, Public Services and Care

501/0037/3 Level 2 Certificate in Understanding the Safe Handling of Medicines (QCF)

100/6226/9 Level 2 Certificate in the Safe Handling of Medicines

Examples of relevant qualifications

- Registered Nurse (all branches, Child, Adult, Mental Health)
- Paramedic
- Health Visitor
- Biological Science qualification
- Healthcare
- Health and Social Care

It is important to have up to date training or a qualification on handling medication.

Examples of work experience

Must be working in the Health and Social Care sectors or have relevant experience in at least one of the following areas or roles:

- Health
- Social Care
- Nursing
- Paramedic

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Qualification specific criteria – Health, Public Services and Care

100/2076/7 Level 2 Certificate in Safer Moving and Handling (including People)

Occupational Background or Qualifications

- Social Care
- Health Care
- Nursing
- Physiotherapy
- Occupational Therapy
- Ergonomy
- Back Care Health and Safety
- Health and Safety Risk Assessment
- Manual Handling (RoSPA Manual Handling Instructors' and Assessors' Certificate)
- Safer People Handling (RoSPA Safer People Handling Instructors' and Assessors' Certificate)
- Load Management for Key Trainers Qualification (of at least 30 hours duration)
- Moving and Handling/Manual Handling Instructors/Trainers Certificate

Note: It is important that staff delivering the Safer Moving and Handling qualification have combined expertise in direct Care and Manual Handling – eg a Health and Safety Advisor may not have covered issues around moving people in a direct care environment. In this situation one staff member could deliver the 'people' aspect and another 'objects'.

Examples of work experience

- Combined expertise in nursing or physiotherapy (eg NVQ Level 3 in Care)
- Relevant teaching/training expertise
- Attendance at a recent Load Management for Key Trainers course or equivalent (of approximately 30 hours duration)

Qualification specific criteria – Health, Public Services and Care

501/0254/0 Level 1 Award in Sexual Health Awareness (QCF)

Qualifications

- Health Promotion
- Health Education
- Health Science
- Youth Work
- Community Work
- Nursing

Work Experience

- Health Promotion
- Health Education
- Health Science
- Health Protection
- Teaching – eg Personal, Social and Health Education (PSHE), Sex and Relationships Education (SRE), Citizenship
- Youth Work
- Community Work

Note: It's important to have current knowledge of issues affecting sex & relationships education (eg current sexual health issues, policies and government priorities in relation to young people).

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Qualification specific criteria – Health, Public Services and Care

500/6103/3 Level 2 Certificate for Working in the Health Sector (QCF)

Examples of relevant qualifications

- Level 3 NVQ in Health and Social Care (either pathway)
- Level 3 NVQ in Health (any pathway)
- Level 3 BTEC National Award/Certificate/Diploma in Health and Social Care
- Level 3 qualifications in a Health/Health and Social Care related discipline (eg Health Education, Health Promotion, Public Health)

Examples of work experience

Must be working in the health sector or have relevant experience in working in the health sector in, for example:

- Nursing (any area eg Adults/Children/Mental Health/District)
- Public Health
- Health Education/Promotion Practitioner
- Health Service Supervisor/Manager
- Health Visitor
- Occupational Therapy
- Physiotherapy

Qualification specific criteria – Health, Public Services and Care

500/6104/5 Level 3 Certificate for Working in the Health Sector (QCF)

Examples of relevant qualifications

- Level 4 NVQ in Health and Social Care (either pathway)
- Level 4 NVQ for Registered Managers
- Level 5 BTEC Higher National Certificate/Diploma in Health and Social Care
- Level 4 qualifications in a Health/Health and Social Care related discipline (eg Health Education, Health Promotion, Public Health)
- Foundation Degree in Health and Social Care
- Foundation Degree in Health

Examples of work experience

Must be working in the health sector or have relevant experience in working in the health sector in, for example:

- Nursing (any area eg Adults/Children/Mental Health/District)
- Public Health
- Health Education/Promotion Practitioner
- Health Service Supervisor/Manager
- Health Visitor
- Occupational Therapy
- Physiotherapy

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Qualification specific criteria – Health, Public Services and Care

501/0417/2 Level 1 Award in Working with Children (QCF)

500/9720/9 Level 2 Certificate for the Children and Young People's Workforce (QCF)

500/8979/1 Level 3 Diploma for the Children and Young People's Workforce (QCF)

Assessment Principles

Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.

Competence based assessment must include direct observation as the main source of evidence

Simulation may only be utilised as an assessment method for competence based Learning Outcomes where this is specified in the assessment requirements of the unit.

Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.

Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

Internal Quality Assurance

Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

Definitions

Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained

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Qualification specific criteria – Health, Public Services and Care

annually through clearly demonstrable continuing learning and professional development.

Qualified to make assessment decisions:

This means that each assessor must hold a qualification agreed with Skills for Care and Development as suitable to support the making of appropriate and consistent assessment decisions. The indicative list, which can be added to with the agreement of the Awarding Organisation and JABQG, includes the following qualifications:

1. D32/D33
2. A1/A2
3. QCF Level 3 Award in Assessing Competence in the Work Environment or
QCF Level 3 Award in Assessing Vocationally Related Achievement or
QCF Certificate in Assessing Vocational Achievement
4. Qualified Teacher Status
5. The Practice Teacher Award
6. Mentorship and assessment in health and social care settings
7. L3/L4 Preparing to Teach in the Lifelong Learning Sector (PTLLS)

If there is a need for clarification regarding what is an appropriate qualification then the Awarding Organisation will contact the JABQG who will clarify the issue and in cases of significant uncertainty will contact the appropriate SSC.

Qualified to make quality assurance decisions:

All Internal Verifiers must have:

sufficient experience of having conducted assessments of the specific National Occupational Standards they are verifying or in an appropriate and related occupational area.

and

demonstrate updating within the last year involving at least 2 of the following:

- attending Awarding Body verification training courses
- studying for learning and development units
- study related to job role
- collaborative working with Awarding Bodies
- qualifications development work
- other appropriate occupational activity as agreed with the External Verifier.

Expert witness:

An expert witness must:

- have a working knowledge of the QCF units on which their expertise is based
- be occupationally competent in their area of expertise .
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

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Qualification specific criteria – Health, Public Services and Care

500/5635/X Level 2 NVQ in Advice and Guidance

500/5632/4 Level 3 NVQ in Advice and Guidance

500/3652/X Level 4 NVQ in Advice and Guidance

Awarding Bodies must ensure that Assessors and Verifiers:

- a. Have verifiable and relevant current industry experience and competence in the occupational working area at, or above, the level being assessed and evidence the quality of the occupational experience to ensure the credibility of the assessment judgements. Assessors' and verifiers' experience and competence should be evidenced, by, for example:
 - Curriculum Vitae and references
 - Possession of a relevant advice and guidance qualification
 - Appropriate membership of a relevant professional body
 - Continuing Professional Development (CPD)
- b. Only assess or verify in their acknowledged area of professional competence
- c. Have sufficient time to carry out the role in accordance with the requirements of the qualifications regulators and awarding bodies
- d. Have appropriate knowledge and understanding of the current National Occupational Standards
- e. Verifiers must understand the nature and context of the assessors work and that of their candidates
- f. Actively engage in relevant professional development, which may include activities offered by an awarding body, ENTO, sector networks or standardisation meetings held by other relevant providers to keep up to date with developments in this sector
- g. All assessors and verifiers must meet the required criteria in the qualifications regulators current regulation documentation, including holding or be working towards the appropriate assessor/verifier qualification(s). Achievement of the qualification(s) must be within the timescales laid down and in accordance with the requirements of the accrediting and awarding bodies.

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Qualification specific criteria – Health, Public Services and Care

500/7902/5 Level 3 NVQ in Community Justice: Community Safety and Crime Reduction

500/7905/0 Level 3 NVQ in Community Justice: Work with Offending Behaviour

500/7900/1 Level 3 NVQ in Community Justice: Work with Victims, Survivors and Witnesses

500/7903/7 Level 4 NVQ in Community Justice: Community Safety and Crime Reduction

500/7682/6 Level 4 NVQ in Community Justice: Work with Offending Behaviour

500/7904/9 Level 4 NVQ in Community Justice: Work with Victims, Survivors and Witnesses

All Assessors must:

- be occupationally competent. This means that each assessor must, according to current sector practice, be competent in the functions covered by the units they are assessing. They will have gained their occupational competence working within the justice sector or within an appropriate occupational sector. They are not required to occupy a position in the organisation more senior than that of the candidate they are assessing. However, centres must be alert to the risks that all such arrangements could present and ensure that sufficient quality controls are in place through the internal verification process to minimise the possibility of collusion between candidates and assessors
- be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the National Occupational Standards (NOS) that they are assessing as a practitioner, trainer or manager
- be familiar with the National Occupational Standards; and must be able to interpret and make judgements on current working practices and technologies within the area of work
- maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the justice sector. These activities may include those offered by the Awarding Body, Skills for Justice or other relevant providers in the sector
- hold or be working towards the assessor qualification as approved, and specified by, the regulatory authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities. Approved centres will be required to provide the Awarding Body with current evidence of how each assessor meets this requirement; for example, certificates of achievement, testimonials, references or any other relevant records. Where an assessor is working towards the qualification for assessing NVQs, Awarding Bodies must require that assessment decisions are countersigned by another assessor who holds the qualification for assessing NVQs. The assessor holding the qualification for assessing NVQs must meet the criteria laid out in points 1 and 2 above.

Where a new NVQ/SVQ is being introduced and there are not sufficient occupationally competent assessors to meet the counter signatory requirements as above, centres may use qualified NVQ/SVQ assessors who are not occupationally competent for up to 18 months from introduction of the NVQ/SVQ.

All Internal Verifiers must:

- be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk critical nature of the work and the legal implications of the assessment process, Internal Verifiers must understand the nature and context of the assessors' work and that of their candidates. This means that they must have worked closely with staff who carry out the functions covered by the national occupational standards, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the standards. IVs must also sample the assessment process and resolve differences and conflicts on assessment decisions.

Section 8 Health, Public Services and Care

Qualification specific criteria – Health, Public Services and Care

Levels 2 and 3 NVQs in Community Justice (Continued)

All Internal Verifiers must: (Continued)

- understand the content, structure and assessment requirements for the NVQs/SVQs they are verifying
- maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the justice sector. These activities may include those offered by the Awarding Body, Skills for Justice or other relevant providers in the sector
- hold or be working towards the internal verifier qualification as approved, and specified by, the regulatory authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities
- occupy a position in the organisation that gives them the authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessment practice, and carry out all the other important roles of an Internal Verifier.
- have an appropriate induction to Skills for Justice NVQs or SVQs and the standards that they are verifying provided to them by the Centre, and have access to ongoing training and updating on current issues relevant to these NVQs, SVQs and standards. Information on the induction and continuing professional development of internal verifiers must be made available to the External Verifier
- In England, Wales and Northern Ireland, hold or be working towards the Internal Verifier qualification as approved, and specified by, the regulatory authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities. Where an Internal Verifier is working towards their Internal Verifier qualification, Awarding Bodies must require that their internal verification decisions are counter-signed by an Internal Verifier who holds the qualification for internally verifying NVQs. The Internal Verifier holding the qualification for internally verifying NVQs may or may not meet the criteria laid down in point 1 above. Such arrangements should be agreed with the Awarding Body and be monitored through the external verification process.

Examples of relevant qualifications

- Level 4 NVQ in Policing
- Foundation Degree in Community Justice
- HND in Community Justice
- Applied Criminology (Criminal and Community Justice)

Examples of jobs include

- Local Government Community Safety Officer
- Police Officer
- Probation Officer
- Social Worker
- Police Family Liaison Officer

Section 8 Health, Public Services and Care

Qualification specific criteria – Health, Public Services and Care

500/7898/7 Level 2 NVQ in Custodial Care

500/7899/9 Level 3 NVQ in Custodial Care

All Assessors must:

- be occupationally competent. This means that each assessor must, according to current sector practice, be competent in the functions covered by the units they are assessing. They will have gained their occupational competence working within the justice sector or within an appropriate occupational sector. They are not required to occupy a position in the organisation more senior than that of the candidate they are assessing. However, centres must be alert to the risks that all such arrangements could present and ensure that sufficient quality controls are in place through the internal verification process to minimise the possibility of collusion between candidates and assessors
- be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the National Occupational Standards (NOS) that they are assessing as a practitioner, trainer or manager
- be familiar with the National Occupational Standards; and must be able to interpret and make judgements on current working practices and technologies within the area of work
- maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the justice sector. These activities may include those offered by the Awarding Body, Skills for Justice or other relevant providers in the sector
- hold or be working towards the assessor qualification as approved, and specified by, the regulatory authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities. Approved centres will be required to provide the Awarding Body with current evidence of how each assessor meets this requirement; for example, certificates of achievement, testimonials, references or any other relevant records. Where an assessor is working towards the qualification for assessing NVQs, Awarding Bodies must require that assessment decisions are countersigned by another assessor who holds the qualification for assessing NVQs. The assessor holding the qualification for assessing NVQs must meet the criteria laid out in points 1 and 2 above.

Where a new NVQ/SVQ is being introduced and there are not sufficient occupationally competent assessors to meet the counter signatory requirements as above, centres may use qualified NVQ/SVQ assessors who are not occupationally competent for up to 18 months from introduction of the NVQ/SVQ.

All Internal Verifiers must:

- be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk critical nature of the work and the legal implications of the assessment process, Internal Verifiers must understand the nature and context of the assessors' work and that of their candidates. This means that they must have worked closely with staff who carry out the functions covered by the National Occupational Standards, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the standards. IVs must also sample the assessment process and resolve differences and conflicts on assessment decisions.
- understand the content, structure and assessment requirements for the NVQs/SVQs they are verifying

Section 8 Health, Public Services and Care

Qualification specific criteria – Health, Public Services and Care

Levels 2 and 3 NVQs in Custodial Care (Continued)

All Internal Verifiers must: (Continued)

- maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the justice sector. These activities may include those offered by the Awarding Body, Skills for Justice or other relevant providers in the sector
- hold or be working towards the internal verifier qualification as approved, and specified by, the regulatory authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities
- occupy a position in the organisation that gives them the authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessment practice, and carry out all the other important roles of an Internal Verifier
- have an appropriate induction to Skills for Justice NVQs or SVQs and the standards that they are verifying provided to them by the Centre, and have access to ongoing training and updating on current issues relevant to these NVQs, SVQs and standards. Information on the induction and continuing professional development of internal verifiers must be made available to the external verifier
- in England, Wales and Northern Ireland, hold or be working towards the Internal Verifier qualification as approved, and specified by, the regulatory authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities. Where an Internal Verifier is working towards their Internal Verifier qualification, Awarding Bodies must require that their internal verification decisions are counter-signed by an Internal Verifier who holds the qualification for internally verifying NVQs. The Internal Verifier holding the qualification for internally verifying NVQs may or may not meet the criteria laid down in point 1 above. Such arrangements should be agreed with the Awarding Body and be monitored through the external verification process

Examples of relevant qualifications

- Level 3 BTEC National Award in Uniformed Public Services
- Edexcel Level 3 BTEC National Certificate in Uniformed Public Services
- Edexcel Level 3 BTEC National Diploma in Uniformed Public Services
- OCR Level 3 National Extended Diploma in Public Services
- OCR Level 3 National Diploma in Public Services
- OCR Level 3 National Certificate in Public Services
- EDEXCEL Level 5 BTEC Higher National Certificate in Public Services (Current NQF Level)
- EDEXCEL Level 5 BTEC Higher National Diploma in Public Services (Current NQF Level)
- Foundation Degree in Public Services Management (offered at various institutions)

Examples of jobs include:

Prison Officer

Police Officer

Young Offender Institution Officer

Section 8 Health, Public Services and Care

Qualification specific criteria – Health, Public Services and Care

500/5523/9 Level 2 NVQ in Health and Social Care

500/5522/7 Level 3 NVQ in Health and Social Care

500/5524/0 Level 4 NVQ in Health and Social Care

Assessors

The Assessor is the key to the assessment process. All Assessors must:

- be occupationally competent. This means that each assessor must be capable of carrying out the functions covered by the units they are assessing to the standard described within them, according to current sector practice. This experience should be credible and maintained through clearly demonstrable continuing learning and development. In due course, the implementation of regulatory requirements may mean that assessors will need to hold appropriate care / health qualifications. Awarding bodies will be notified of any changes in regulatory requirements for assessors by the appropriate regulatory bodies
- have knowledge of the health and social care settings, the regulation, legislation and codes of practice for the service (where applicable), and the requirements of national standards at the time any assessment is taking place
- hold or be working towards an appropriate assessor qualification. Achievement of the qualification will need to be within appropriate timescales
- be able to assess holistically the values contained and embedded in the values section of the National Occupational Standards
- take the lead role in the assessment of observed candidate performance. Assessors are expected to take on this role in relation to at least the core units of the award. Where only 2 of the core units are undertaken, Assessors are expected to observe candidate performance in relation to at least 2 further units.

Assessors who are not yet qualified against the appropriate 'D' or 'A' units but have the necessary occupational competence and experience, can be supported by a qualified assessor who does not necessarily have the occupational expertise or experience but must have:

- occupational competence across some units
- a relevant occupational background
- an appropriate assessor qualification

The Awarding Body / SSB forum will develop advice on these issues.

If more than 1 assessor is required, assessment needs to be co-ordinated. One of the assessors involved in the process will draw together all assessment decisions made by specialist assessors, and the contributions from expert witnesses across the whole qualification.

Section 8 Health, Public Services and Care

Qualification specific criteria – Health, Public Services and Care

500/5523/9 Level 2 NVQ in Health and Social Care

500/5522/7 Level 3 NVQ in Health and Social Care

500/5524/0 Level 4 NVQ in Health and Social Care (Continued)

Internal Verifiers

The Internal Verifier is key to the quality assurance and verification of the assessment of performance evidence in the workplace.

Internal verifiers must:

- be occupationally knowledgeable in respect of the units they are going to verify prior to commencing the role. It is crucial that internal verifiers understand the nature and context of the assessors' work and that of their candidates due to the critical nature of the work and the legal and other implications of the assessment process
- have working knowledge of the health and social care settings, the regulation, legislation and codes of practice for the service (where applicable) and the requirements of national standards at the time any assessment is taking place
- occupy a position that gives them authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessments and carry out all the other internal verification roles as defined by the relevant national occupational standard (ie V1)
- hold or be working towards, the appropriate IV qualification. Achievement of the qualification must be within appropriate timescales
- internal verifiers who are not yet qualified against the appropriate 'D' or 'V' units but have the necessary occupational competence and experience, can be supported by a qualified internal verifier who does not necessarily have the particular occupational expertise or experience. However, the supporting internal verifier must have relevant occupational expertise as a practitioner, manager or trainer. This can also be used as a method of supporting the accreditation of trainee internal verifiers.

Qualification specific criteria – Health, Public Services and Care

500/5579/3 Level 3 NVQ in Occupational Health and Safety

500/5580/X Level 4 NVQ in Occupational Health and Safety Practice

Awarding Bodies must ensure that Assessors and Verifiers:

1. Have verifiable and relevant current industry experience and competence in the occupational working area at, or above, the level being assessed and evidence the quality of the occupational experience to ensure the credibility of the assessment judgements. Assessors' and Verifiers' experience and competence could be evidenced by:
 - Curriculum Vitae and references
 - Possession of a relevant health and safety qualification
 - Appropriate membership of a relevant professional institution
 - Continuing Professional Development (CPD)
2. Only assess or verify in their acknowledged area of professional competence
3. Have appropriate knowledge and understanding of the current NOS
4. Actively engage in relevant professional development
5. All assessors and verifiers must meet the required criteria in the qualifications regulators current regulation documentation.

Qualification specific criteria – Health, Public Services and Care

500/5543/4 Level 2 NVQ in Providing Security Services

Internal staff should:

- hold verifiable, relevant, current industry experience and knowledge of the occupational working area at or above the level being assessed. This experience and knowledge must be of sufficient standing to be effective and reliable when judging candidates' competence
- demonstrate their ability and commitment to maintain their occupational competence
- be able to relate the national occupational standards against which they will be
- assessing candidates to activities in the workplace.

Provide evidence that they:

- understand the structure of National Occupational Standards and qualifications
- can interpret the standards in accordance with awarding body requirements
- recognise acceptable sources of evidence for the qualification
- be in regular contact with the candidates and the Internal Verifier; and
- hold the appropriate assessor award (as defined by the regulatory authorities) or have a clear plan for achieving the qualifications(s) within 18 months of commencing assessments.

Examples of relevant qualifications

- Level 2 Certificates for Security Practitioners (full Level 2)
- Level 2 Certificate for the Professional Security Officer - expired 2007 but still valid
- Level 3 Certificates in Security Keyholding and Alarm Response
- Level 2 Awards in Security Guarding
- NVQs in Policing at Level 2 and above
- Level 2 NVQ in Providing Security Services
- Level 3 or 4 in Spectator Safety/Spectator Safety Management
- Level 3 NVQ in Security Management (Supervisor) – expired 2006 but still valid
- Level 3 NVQ in Management (but with security bias)
- Level 4 NVQ in Management (but with security bias)
- International Institute of Security Certificate and Diploma in Security Management via distance learning through Caltrop College
- Foundation Degree, Degree and Masters Degree in Security and Risk Management, and Postgraduate Certificate in Maritime and Supply Chain Security available by distance learning at the University of Leicester
- Degree in Risk and Security Management run by the University of Portsmouth via distance learning

Qualification specific criteria – Health, Public Services and Care

500/5543/4 Level 2 NVQ in Providing Security Services (Continued)

Examples of work experience

- Security Operations Supervisor, Manager or Chief
- Serving or ex Police Officers
- Event Safety Officer or Manager
- Ex Armed Forces personnel.

500/6127/6 Level 3 NVQ in Witness Care

All Assessors must:

- be occupationally competent. This means that each assessor must, according to current sector practice, be competent in the functions covered by the units they are assessing. They will have gained their occupational competence working within the justice sector or within an appropriate occupational sector. They are not required to occupy a position in the organisation more senior than that of the candidate they are assessing. However, centres must be alert to the risks that all such arrangements could present and ensure that sufficient quality controls are in place through the internal verification process to minimise the possibility of collusion between candidates and Assessors
- be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the NOS that they are Assessing as a practitioner, trainer or manager
- be familiar with the National Occupational Standards; and must be able to interpret and make judgements on current working practices and technologies within the area of work
- maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the justice sector. These activities may include those offered by the Awarding Body, Skills for Justice or other relevant providers in the sector
- hold or be working towards the assessor qualification as approved, and specified by, the regulatory authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities. Approved centres will be required to provide the Awarding Body with current evidence of how each assessor meets this requirement; for example, certificates of achievement, testimonials, references or any other relevant records. Where an assessor is working towards the qualification for assessing NVQs, Awarding Bodies must require that assessment decisions are countersigned by another assessor who holds the qualification for assessing NVQs. The assessor holding the qualification for assessing NVQs must meet the criteria laid out in points 1 and 2 above.

Where a new NVQ/SVQ is being introduced and there are not sufficient occupationally competent Assessors to meet the countersignatory requirements as above, centres may use qualified NVQ/SVQ Assessors who are not occupationally competent for up to 18 months from introduction of the NVQ/SVQ.

Qualification specific criteria – Health, Public Services and Care

Level 3 NVQ in Witness Care (Continued)

All Internal Verifiers must:

- be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk critical nature of the work and the legal implications of the assessment process, Internal Verifiers must understand the nature and context of the assessors' work and that of their candidates. This means that they must have worked closely with staff who carry out the functions covered by the National Occupational Standards, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the standards. IVs must also sample the assessment process and resolve differences and conflicts on assessment decisions.
- understand the content, structure and assessment requirements for the NVQs/SVQs they are verifying
- maintain their occupational competence by actively engaging in continuous professional development activities in order to keep up-to-date with developments relating to the changes taking place in the justice sector. These activities may include those offered by the Awarding Body, Skills for Justice or other relevant providers in the sector.
- hold or be working towards the internal verifier qualification as approved, and specified by, the regulatory authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities.
- occupy a position in the organisation that gives them the authority and resources to co-ordinate the work of assessors, provide authoritative advice, call meetings as appropriate, visit and observe assessment practice, and carry out all the other important roles of an internal verifier.
- have an appropriate induction to Skills for Justice NVQs or SVQs and the standards that they are verifying provided to them by the Centre, and have access to ongoing training and updating on current issues relevant to these NVQs, SVQs and standards. Information on the induction and continuing professional development of internal verifiers must be made available to the External Verifier.
- In England, Wales and Northern Ireland, hold or be working towards the Internal Verifier qualification as approved, and specified by, the regulatory authorities. Achievement of the qualification must be within the timescales laid down by the Regulatory Authorities. Where an Internal Verifier is working towards their Internal Verifier qualification, Awarding Bodies must require that their internal verification decisions are counter-signed by an Internal Verifier who holds the qualification for internally verifying NVQs. The Internal Verifier holding the qualification for internally verifying NVQs may or may not meet the criteria laid down in point 1 above. Such arrangements should be agreed with the Awarding Body and be monitored through the external verification process.

Qualification specific criteria – Health, Public Services and Care

Level 3 NVQ in Witness Care (Continued)

Examples of relevant qualifications

- Level 3 BTEC National Award in Uniformed Public Services
- Edexcel Level 3 BTEC National Certificate in Uniformed Public Services
- Edexcel Level 3 BTEC National Diploma in Uniformed Public Services
- OCR Level 3 National Extended Diploma in Public Services
- OCR Level 3 National Diploma in Public Services
- OCR Level 3 National Certificate in Public Services
- EDEXCEL Level 5 BTEC Higher National Certificate in Public Services (Current NQF Level)
- EDEXCEL Level 5 BTEC Higher National Diploma in Public Services (Current NQF Level)
- Foundation Degree in Public Services Management (offered at various institutions)

Examples of work experience

- Prison Officer
- Police Officer
- Young Offender Institution Officer

Section 8 Health, Public Services and Care

Qualification specific criteria – Health, Public Services and Care

100/4427/9 Level 2 Certificate in Occupational Health and Safety

Examples of relevant qualifications

- Certificate in Health and Safety in the Workplace
- Certificate in Occupational Health and Safety
- Diploma in Health and Safety in the Workplace
- Certificate in Occupational Health and Safety in the Workplace

Skills for Care and Development QCF Assessment Principles

1. Introduction

- 1.1 Skills for Care and Development (SfC&D) is the UK sector skills council (SSC) for social care, children, early years and young people. Its structure for realising the SSC remit is via an alliance of six organisations: Care Council for Wales, Children's Workforce Development Council, General Social Care Council, Northern Ireland Social Care Council, Scottish Social Services Council and Skills for Care.
- 1.2 This document sets out those principles and approaches to QCF unit/qualification assessment not already described in the Regulatory Arrangements for the Qualifications and Credit Framework. The information is intended to support the quality assurance processes of Awarding Organisations that offer qualifications in the Sector, and should be read alongside these. It should also be read alongside individual unit assessment requirements
- 1.3 These principles will ensure a consistent approach to those elements of assessment which require further interpretation and definition, and support sector confidence in the new arrangements.
- 1.4 Where Skills for Care and Development qualifications are joint with Skills for Health, Skill for Health will also use these assessment principles.

2. Assessment Principles

- 2.1 Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.
- 2.2 Assessment decisions for competence based Learning Outcomes must be made by an assessor qualified to make assessment decisions.
- 2.3 Competence based assessment must include direct observation as the main source of evidence
- 2.4 Simulation may only be utilised as an assessment method for competence based Lo where this is specified in the assessment requirements of the unit'.
- 2.5 Expert witnesses can be used for direct observation where: they have occupational expertise for specialist areas or the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

Section 8 Health, Public Services and Care

Qualification specific criteria – Health, Public Services and Care

- 2.6 Assessment of knowledge based Learning Outcomes (e.g. those beginning with ‘know’ or ‘understand’) may take place in or outside of a real work environment.
- 2.7 Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.
- 2.8 Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

Skills for Care and Development QCF Assessment Principles (continued)

3. Internal Quality Assurance

3.1 Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

4. Definitions

4.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

4.2 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

4.3 Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

Section 8 Health, Public Services and Care

Qualification specific criteria – Health, Public Services and Care

4.4 Qualified to make quality assurance decisions:

Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

4.5 Expert witness:

An expert witness must:

- have a working knowledge of the QCF units on which their expertise is based
- be occupationally competent in their area of expertise .
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

501/0116/X Level 2 Award in Awareness of Dementia (QCF) **500/1467/5 Level 2 Certificate in Dementia Awareness**

Examples of relevant qualifications

- Social Care
- Nursing
- Health Care
- Social Work

Examples of work experience

In any of the following roles/areas:

- Social Care
- Health Care
- Nursing (eg RMN; Community Mental Health Nurse; Community Psychiatric Nurse)
- Health Visitor
- Social Worker
- Occupational Therapist
- Health Education/Promotion

It is important to have specialist subject knowledge in dementia from qualifications or work experience in which dementia has been a major component.

Qualification specific criteria – Health, Public Services and Care

NP306: Level 3 Certificate in Diabetes Awareness

It is essential to have specialist subject knowledge in diabetes from qualifications and work experience of which diabetes has been a major component.

Examples of relevant qualifications (minimum Level 4):

- Nursing
- Medicine
- Paramedic
- Human Biology
- Human Nutrition
- Health Education
- Health and Social Care

Examples of work experience

- Nursing
- Medicine
- Paramedic
- Health and Social Care – nutrition and diabetes care
- Registered Nutritionist
- Human Biology Teaching
- Human Nutrition Teaching

Section 8 Health, Public Services and Care

Qualification specific criteria – Health, Public Services and Care

NP00089NT Level 2 Certificate in Handling Medicines Safely (NPA)

Occupational Background or Qualifications

- Registered Nurse (all branches, Child, Adult, Mental Health)
- Paramedic
- Health Visitor
- Biological Science qualification
- Healthcare
- Health and Social Care

Must have up to date training or qualification on handling medication.

Examples of work experience

Must be working in the Health and Social Care sectors or have relevant experience in the following areas or roles:

- Health
- Social Care
- Nursing
- Paramedic

NP00087NT Level 2 Certificate in Health and Safety at Work (NPA)

Examples of relevant qualifications

- Certificate in Health and Safety in the Workplace
- Certificate in Occupational Health and Safety
- Diploma in Health and Safety in the Workplace
- Certificate in Occupational Health and Safety in the Workplace

Section 8 Health, Public Services and Care

Qualification specific criteria – Health, Public Services and Care

NP00086NT Level 2 Certificate in Healthy Eating (NPA)

Examples of relevant qualifications

- Degree in Human Nutrition and/or Dietetics
- Health Education/Promotion
- Sport Science
- Health Science
- Food Technology/Food Science

Examples of work experience

In any of the following roles/areas:

- Registered Nutritionist
- Registered Public Health Nutritionist
- Sport and Exercise Nutritionist
- Food Technology/Food Science teaching

Professional Membership

Staff could be a member of one or more relevant professional bodies, including:

- The Nutrition Society
- The British Dietetic Association

It is important to have specialist subject knowledge in nutrition from qualifications in which nutrition has been a major component.

NP00078NT Level 2 Certificate in Provision of Activities in a Care Setting (NPA)

Examples of relevant qualifications

- Qualification in Health and Social Care, Care or Occupational Therapy

Examples of work experience (Essential)

Occupational background or qualifications in one or more of the following:

- Health Care
- Social Care
- Health Education/Promotion
- Occupational Therapist

It is important to have knowledge of providing activities in a care setting.

Section 8 Health, Public Services and Care

Qualification specific criteria – Health, Public Services and Care

NP00066NT Level 2 Certificate in Dementia Awareness (NPA)

Examples of relevant qualifications

- Social Care
- Nursing
- Health Care
- Social Work

Examples of work experience

In any of the following roles/areas:

- Social Care
- Health Care
- Nursing (eg RMN; Community Mental Health Nurse; Community Psychiatric Nurse)
- Health Visitor
- Social Worker
- Occupational Therapist
- Health Education/Promotion

It is important to have specialist subject knowledge in dementia from qualifications or work experience in which dementia has been a major component.

Qualification specific criteria – Health, Public Services and Care

NP00085NT Level 3 Certificate in Understanding Palliative Care (NPA)

Examples of relevant qualifications

- Nursing
- Healthcare
- Health and Social Care
- Social Care
- Social Work

Examples of work experience

In any of the following roles/areas:

- Health Care
- Nursing
- Health Visitor
- Social Care
- Social Worker

It is important to have specialist subject knowledge in palliative care from qualifications or work experience in which this has been a major component. Work experience through organisations such as Macmillan, Marie Curie, Sue Ryder Care would be beneficial (though not essential).

Qualification specific criteria – Retail and Commercial Enterprise

tbcc Level 2 Award for Personal Licence Holders

Examples of relevant qualifications

- Level 2 National Certificate in Licensed Practitioners
- Level 2 National Certificate for Personal Licence Holders
- BIIAB Level 2 National Certificate in Licensed Retailing
- Level 3 PTLLS

Examples of work experience

- Police licensing officer
- Local authority licensing officer
- Those involved in managing premises and who hold a personal licence.

It's important to have specialist subject knowledge and experience of the licensing trade through qualifications and/or work experience.

In addition to the above, other areas of occupational competence may be considered appropriate dependent on qualifications and experience and will be looked at on an individual basis.

500/6210/4 Level 2 Award in the Principles of Practical Food Safety for Catering (QCF)

500/6195/1 Level 3 Award in the Principles of Practical Food Safety Supervision for Catering (QCF)

Examples of relevant qualifications

- Level 2 NVQ in Food Preparation and Cooking
- Food Safety (current)
- Level 2 NVQ in Food and Drink Service
- Level 2 NVQ in Food and Beverage

Examples of work experience

- Current experience of hospitality and catering qualifications
- Current or recent experience work experience in the Hospitality/Catering/Food Preparation sector or a Teacher of food and beverage service

Qualification specific criteria – Retail and Commercial Enterprise

tbc Level 1 Certificate in Cleaning and Support Services Skills **tbc Level 2 NVQ Certificate in Cleaning and Support Services Skills**

Internal staff should:

- only assess in their area of technical and occupational competence as approved by their Awarding Bodies.
- have verifiable relevant current industry experience and knowledge of the occupational working area at or above the level being assessed. This experience and knowledge must be of sufficient depth to be effective and reliable when judging candidates' competence. Assessors' experience and knowledge could be verified by:
 - Curriculum Vitae and references
 - possession of a relevant NVQ/SVQ
 - corporate membership of a relevant professional institution
- have sufficient occupational expertise so they have up to date knowledge and experience of the particular aspects of work they are assessing. This could be verified by records of continuing professional development achievements
- have a sound in-depth knowledge of, and uphold the integrity of the sector's National Occupational Standards (NOS) and the Assessment Strategy
- be prepared to participate in training activities for their continued professional development
- Centres will be responsible for ensuring that assessors plan and maintain continuous professional development
- Approved Centres may have generic criteria and personnel specifications in addition to the above.

Examples of qualifications include:

- Level 3 NVQ in Cleaning and Support Services
- City & Guilds Level 3 Diploma in Cleaning Services Supervision
- The British Institute of Cleaning Science (BICSc) Cleaning Operators Proficiency Certificate
- The British Institute of Cleaning Science (BICSc) Cleaning Supervisory Skills Certificate

Examples of jobs include:

- Cleaner/Supervisor
- Domestic/Supervisor
- Housekeeper
- Housing concierge
- Caretaker Supervisor/Manager
- Facilities Manager

Qualification specific criteria – Retail and Commercial Enterprise

bbc Level 2 Certificate in Local Environmental Services

Internal staff should:

- only assess in their area of technical and occupational competence as approved by their Awarding Bodies.
- have verifiable relevant current industry experience and knowledge of the occupational working area at or above the level being assessed. This experience and knowledge must be of sufficient depth to be effective and reliable when judging candidates' competence. Assessors' experience and knowledge could be verified by:
 - Curriculum Vitae and references
 - possession of a relevant NVQ/SVQ
 - corporate membership of a relevant professional institution
- have sufficient occupational expertise so they have up to date knowledge and experience of the particular aspects of work they are assessing. This could be verified by records of continuing professional development achievements
- have a sound in-depth knowledge of, and uphold the integrity of the sector's National Occupational Standards (NOS) and the Assessment Strategy
- be prepared to participate in training activities for their continued professional development.

Centres will be responsible for ensuring that assessors plan and maintain continuous professional development.

Approved Centres may have generic criteria and personnel specifications in addition to the above.

Examples of qualifications include:

- Level 3 NVQ in Cleaning and Support Services
- City & Guilds Level 3 Diploma in Cleaning Services Supervision
- The British Institute of Cleaning Science (BICSc) Cleaning Operators Proficiency Certificate
- The British Institute of Cleaning Science (BICSc) Cleaning Supervisory Skills Certificate

Examples of jobs include:

- Agricultural/Horticultural Technician
- Caretaker/Maintenance Person
- Carpet/Upholstery Cleaner
- Cleaner
- Gardener
- Groundsperson
- Street Cleaner

Qualification specific criteria – Retail and Commercial Enterprise

500/7593/7 Level 2 NVQ in Warehousing and Storage

Internal staff should:

- have a good knowledge and understanding of the sector and of current working practices
- demonstrate their ability to maintain their occupational knowledge
- demonstrate knowledge, understanding and application of the occupational standards they will be externally verifying, and
- demonstrate their commitment to continuous personal professional development.

Examples of qualifications include:

- Level 3 NVQ in Storage and Warehousing
- Level 3 NVQ in Logistics Operations Management
- Level 3 NVQ in Transportation
- Level 4 NVQ in Transportation
- Level 5 NVQ in Transportation
- Level 4 NVQ in Integrated Logistics Support Management
- Level 5 Professional Diploma in Logistics and Transport
- Level 6 Advanced Diploma in Logistics and Transport

Examples of jobs include:

- Manufacturing Production Planner
- Project Manager
- Road Transport Manager
- Transport Planner
- Transport Scheduler
- Distribution Manager
- Freight Forwarder
- Project Manager

Qualification specific criteria – Retail and Commercial Enterprise

500/6085/5 Level 2 NVQ in Waste Management Operations

Internal staff should:

- demonstrate a high level* of interpersonal and communication skills
- have up-to-date knowledge of current practice and emerging issues within their industry and be aware there may be differences between the 4 UK countries
- have a thorough understanding of the National Occupational Standards for the qualifications they are assessing or verifying and be able to interpret them and offer advice on assessment-related matters
- show experience and working knowledge of the assessment and verification processes relating to the context in which they are working
- demonstrate they have relevant and credible technical and/or industrial experience not more than 5 years old - at a level relevant to their role and the award
- show they are able to act as an emissary of the awarding body and be able to facilitate consistency across centres
- demonstrate a commitment to continuing professional development and to keeping abreast of the changing environment and practices in their industry
- be in a current position which requires routine contact with operational managers and familiarity with the requirements of managing a waste management and/or recycling facility.

*ability comparable with at least the Key Skills and Core Skills (Communication) identified within “Develop productive working relationships with colleagues” (MSC D1)

Examples of qualifications include:

- Level 3 Award in the Principles and Practices of Sustainable Waste Management
- Level 3 Certificate in Waste and Resource Management
- Level 3 NVQ in Facilities Management
- Level 4 Award in Waste Treatment Technologies
- Level 4 NVQ in the Management of Recycling Operations

Examples of jobs include:

- Recycling Officer
- Recycling Operative
- Refuse Collector
- Waste Management Officer

Qualification specific criteria – Retail and Commercial Enterprise

N005 Level 1 Customer Care (NA)

Examples of relevant qualifications

- NVQ in Customer Care
- Attendance at customer care courses
- Certificate in Retail Customer Service Skills

Examples of work experience

- Demonstrable work experience of working in a customer care environment

Professional Membership

Staff could be a member of one or more relevant professional bodies, including:

- Institute of Customer Service

NP00011NT Level 2 Certificate in Customer Relations (NPA)

Examples of relevant qualifications

- NVQ in Customer Service
- Qualifications in Customer Service or Customer Care

Examples of work experience

- Customer service or customer management role

Professional Membership

Staff could be a member of one or more relevant professional bodies, including:

- Institute of Customer Service

Qualification specific criteria – Retail and Commercial Enterprise

NP00035NT Level 1 Certificate in Hospitality and Catering (NPA)

Examples of relevant qualifications

- NVQ in Food Preparation and Cooking
- Certificate in Food Safety
- NVQ in Food and Drink Service
- Certificate in Food and Beverage Service

Examples of work experience

- Working in the Hospitality/Catering/Food Preparation sector
- Teacher of food and beverage service

NP00017NT Level 2 Certificate in Logistics (NPA)

Examples of relevant qualifications

- NVQ in Warehousing and Storage Operations
- NVQ in Logistics Operations Management
- NVQ in Retail Operations
- NVQ in Performing Road Haulage and Distribution Operations
- BTEC in Professional Diploma in Logistics
- BTEC in National in Logistics

Examples of work experience

Experience in working in transport operations/planning; supply chains or logistic operations

Qualification specific criteria – Retail and Commercial Enterprise

NP00024NT Level 2 Certificate in Marketing (NPA)

Examples of relevant qualifications

- NVQs in Retail and Retail Operations
- BTEC National Award/Diploma/Certificate in Retail
- Certificate in Retailing
- Chartered Institute of Marketing qualification at Level 2 or above
- Institute of Sales and Marketing Management qualification

Examples of work experience

- Current or recent work experience in the Retail sector
- Teaching retail/retail operations

Professional Membership

Staff could be a member of one or more relevant professional bodies, including:

- Chartered Institute of Marketing
- Institute of Sales and Marketing Management

Qualification specific criteria – Leisure, Travel and Tourism

500/8526/8 Level 3 Certificate in Personal Training (QCF)

500/2235/0 Level 3 Certificate in Advanced Fitness Instructing

Required Criteria

- A discipline specific qualification equivalent to the Level 3 Certificate in Personal Training or N/SVQ Level 3 in Instructing Physical Activity and Exercise
- Knowledge of and a commitment to the Exercise and Fitness Code of Ethical Practice
- Been actively involved in a process of industry relevant Continued Professional Development during the last 2 years

Desirable Criteria

It would be desirable for all Assessors and Verifiers to be registered with the Register of Exercise Professions or recognised registers in Scotland or Northern Ireland.

Assessor

Hold or be working towards either a:

- Vocational assessing award
- 1st 4 Sport Level 3 Certificate in an Introduction to assessment practice in sport
- D32, D33 / A1

Internal Verifier

Hold or be working towards either a:

- Vocational internal verification award
eg CYQ Level 3 Certificate in Internal Verifying in the Active Leisure Sector
- 1st 4 Sport Level 3 Certificate in Internal Verification Practice in Sport
- D34 / V1

Qualification specific criteria – Leisure, Travel and Tourism

100/3943/0 Level 2 Certificate for Airline Cabin Crew

Examples of relevant qualifications

- City and Guilds 7307 FE Teaching qualification
- NVQ in Customer Service
- City and Guilds FE Teaching qualification

Examples of work experience

- Member of airline cabin crew
- Airline cabin supervisor
- Have worked in a travel and tourism background

Professional Membership

Staff could be a member of one or more relevant professional bodies, including:

- Associate Member of the Institute of Customer Service

Centres may also find it helpful to invite guest speakers from industry to enhance the delivery of the course. Where guest speakers are to be involved in the assessment process, centres should ensure that they receive support and guidance from experienced assessment staff.

Qualification specific criteria – Leisure, Travel and Tourism

tbcb Level 2 Aviation Operation on the Ground (QCF) **100/6050/9 Level 2 Certificate in Airport Passenger Services Agents** **500/2874/5 Level 2 Certificate in Airport Operations**

Examples of relevant qualifications

Could deliver or hold:

- AVCE in Travel and Tourism
- NVQ in Leisure and Tourism
- ABTAC Certificate
- BA Fares and Ticketing
- ABTA
- Travel services NVQ
- BTEC Airline Operations
- City and Guilds FE Teaching qualification

Examples of work experience

- Current or recent experience of working in an airport particularly linked with airport operations, customer service or as a ground handling agent

500/8208/5 Level 2 Award for Developing Skills for Working in the Hospitality, Leisure, Travel and Tourism Industry (QCF) **100/4142/4 Level 2 Certificate in Customer Service for Hospitality, Leisure, Travel and Tourism**

Examples of relevant qualifications

- BTEC Travel and Tourism
- City and Guilds 7307 FE Teaching qualification
- NVQ in Customer Service

Examples of work experience

- Tourist Boards and/or Welcome Host Trainer
- Customer Service Manager in industry

Professional Membership

Staff could be a member of one or more relevant professional bodies, including:

- Associate Member of the Institute of Customer Service

Qualification specific criteria – Leisure, Travel and Tourism

500/8660/1 Entry Level Award in Preparation for Event Volunteering (QCF) 500/2160/6 Level 2 Certificate in Event Planning

Examples of relevant qualifications

Could deliver or hold qualification at the appropriate level in:

- Certificate in Event Management
- Certificate in Organising Conferences, Leisure or Hospitality Events
- Level 3 NVQ in Events
- Level 3 NVQ in Events - Temporary Structures

Examples of work experience

- Experience of working in event planning, organising or management for a minimum of 3 years.

Qualification specific criteria – Leisure, Travel and Tourism

100/2380/X Level 1 Certificate in Exercise Studies

500/7997/9 Level 1 Award in Exercise Studies (QCF)

100/1197/3 Level 2 Certificate in Fitness Industry Studies

tbc Level 2 preparation for Working in Sport and Leisure (QCF)

Examples of relevant qualifications and Occupational Competence

- BTEC National and Higher National Diplomas in Sport Science
- NVQs in Exercise and Fitness Level 2 and Level 3
- The RSA Basic Certificate in the Teaching of Exercise to Music
- AVCE in Leisure and Recreation
- HND in Sports programmes
- Physical Education Certificate
- Sports Science and Physical Education BEd and BA Degree and Honours Degree programmes
- Certificate in Personal Exercise and Nutrition
- Association of Sports Medicine qualifications
- IDEA teaching qualifications
- Masters Degrees in Exercise, Health, Fitness and Dance
- Keep Fit Association Level 3 Teaching qualifications in Dance and Movement

Examples of work experience

In any of the following roles/areas:

- Trainer in a gymnasium for weights and resistance work, personal training
- Teacher of Exercise to Music
- Teacher of Step, Cross training, Aqua, Exercise for the older age groups and young people
- Teacher of Physical Education/Sports Science
- Governing Body accredited coach at Level 2 and Level 3

Qualification specific criteria – Leisure, Travel and Tourism

500/8513/X Level 2 Certificate in Fitness Instructing (QCF)

500/2233/7 Level 2 Certificate in Fitness Instructing

Required Criteria

- A discipline specific qualification equivalent to the Level 2 Certificate in Fitness Instructing or N/SVQ Level 2 in Instructing Exercise and Fitness
- Knowledge of and a commitment to the Exercise and Fitness Code of Ethical Practice
- Been actively involved in a process of industry relevant Continued Professional Development during the last 2 years

Desirable Criteria

It would be desirable for all Assessors and Verifiers to be registered with the Register of Exercise Professions or recognised registers in Scotland or Northern Ireland.

Assessor

Hold or be working towards either a:

- Vocational assessing award
- 1st 4 Sport Level 3 Certificate in an Introduction to Assessment Practice in Sport
- D32, D33 / A1

Internal Verifier

Hold or be working towards either a:

- Vocational internal verification award
- 1st 4 Sport Level 3 Certificate in Internal Verification Practice in Sport
- D34 / V1

Qualification specific criteria – Leisure, Travel and Tourism

500/8516/5 Level 2 Award in Improving Personal Exercise, Health and Nutrition (QCF)

100/6039/X Level 2 Certificate in Improving Personal Exercise and Nutrition

Examples of relevant qualifications and Occupational Competence

- BTEC National and Higher National Diplomas in Sport Science
- NVQs in Exercise and Fitness (Levels 2 and 3)
- HND in Sports programmes
- Physical Education Certificate in Education
- Sports Science and Physical Education BEd and BA Degree and Honours Degree programmes
- Certificate In Personal Exercise and Nutrition
- Association of Sports Medicine qualifications
- IDEA teaching qualifications
- Masters Degrees in Exercise, Health, Nutrition

Examples of work experience

In any of the following roles/areas:

- Trainer in a gymnasium for weights and resistance work, personal training, teaching Nutrition
- Teacher of Physical Education/Sports Science

Professional Membership

Staff could be a member of one or more relevant professional bodies, including:

- Physical Education Association
- REPS (Register of Exercise Professionals)
- FitPro (Fitness Professionals)
- IDEA
- Asia Fit
- The American College of Sports Medicine
- ASET
- Governing Body Associations
- The Association of Assessors and Verifiers
- Lifelong Learning UK

All Tutors involved should ensure that they hold professional indemnity insurance and for Teachers of Exercise to Music, a PP licence to play music in public.

Qualification specific criteria – Leisure, Travel and Tourism

tbc Level 2 Outdoor Activity Leadership (QCF) 100/1818/9 Level 2 Certificate in Outdoor Activity Leadership

Examples of relevant qualifications

Is a member of or holds an award from:

- BCU (British Canoeing Union)
- BELA (Basic Expedition Leader Award)
- BMC (British Mountaineering Council)
- BOF (British Orienteering Federation)
- MLTB (Mountain Leader Training Board)
- RYA (Royal Yachting Association)
- SMC (Scottish Mountaineering Council)
- SPSA (Single Pitch Supervisors Award)
- Institute for Outdoor Learning

Examples of work experience

In any of the following roles/areas:

- Instructor/coach of one or more adventurous activities
- Manager of an outdoor activity centre

100/5644/0 Level 3 Certificate for the Outdoor Industry

Examples of relevant qualifications

Is a member of or holds an award from:

- BCU (British Canoeing Union)
- BELA (Basic Expedition Leader Award)
- BMC (British Mountaineering Council)
- BOF (British Orienteering Federation)
- MLTB (Mountain Leader Training Board)
- RYA (Royal Yachting Association)
- SMC (Scottish Mountaineering Council)
- SPSA (Single Pitch Supervisors Award)
- Institute for Outdoor Learning

Examples of work experience

In any of the following roles/areas

- Instructor/coach of one or more adventurous activities
- Manager of an outdoor activity centre

A Teacher of geography could deliver certain aspects of the course

Qualification specific criteria – Leisure, Travel and Tourism

tbc Level 1 Personal Development for the Outdoor Industry 100/2990/4 Level 1 Certificate in Personal Development for the Outdoor Industry

Examples of relevant qualifications

Is a member of or holds an award from:

- BCU (British Canoeing Union)
- BELA (Basic Expedition Leader Award)
- BMC (British Mountaineering Council)
- BOF (British Orienteering Federation)
- MLTB (Mountain Leader Training Board)
- RYA (Royal Yachting Association)
- SMC (Scottish Mountaineering Council)
- SPSA (Single Pitch Supervisors Award)
- Institute for Outdoor Learning

Examples of work experience

- Current or recent experience as an instructor/coach of one or more adventurous activities
- Current or recent experience as a manager of an outdoor activity centre

500/8090/8 Level 2 Award for Resort Representatives (QCF) 500/2123/0 Level 2 Certificate for Resort Representatives

Examples of relevant qualifications

Could deliver or hold:

- AVCE in Travel and Tourism
- GNVQ in Leisure and Tourism
- ABTAC Certificate
- BA Fares and Ticketing
- ABTA
- Travel services NVQ

Examples of work experience

- Experience of working in a travel agent, resort or as a tour manager

Professional Membership

Staff could be a member of one or more relevant professional bodies, including:

- Institute of Travel and Tourism

Qualification specific criteria – Leisure, Travel and Tourism

500/9847/0 Level 2 Award in the Principles of Coaching Sport (QCF)

501/0244/8 Entry Level Award in Sport and Leisure (QCF)

500/9563/8 Entry Level Award in Health and Fitness (QCF)

100/1198/5 Level 1 Certificate in Sport and Leisure Studies

500/8059/3 Level 1 Award in Sport and Leisure (QCF)

100/3604/0 Level 2 Certificate in Sports Coaching

Examples of relevant qualifications and Occupational Competence

- Coaching awards from a National Governing Body (NGB) such as English Volleyball Association, English Table Tennis Association, Badminton Association of England, English Hockey Association. The Swimming Association, The FA (at Level 3)
- Teaching Certificate or Degree in Physical Education

Examples of work experience

In any of the following roles/areas:

- Teacher of Physical Education
- Working in a gym, health club or leisure centre (eg Springs, David Lloyd, Fitness First, Living Well) - only for Level 1 Sport and Leisure Studies
- Accredited Governing Body Coach at Level 2 and Level 3

Professional Membership

Staff could be a member of one or more relevant professional bodies, including:

- Physical Education Association
- REPS (Register of Exercise Professionals)
- FitPro (Fitness Professionals)
- IDEA
- Asia Fit
- The American College of Sports Medicine
- ASET
- Governing Body Associations
- The Association of Assessors and Verifiers
- Lifelong Learning UK

All colleagues involved should ensure that they hold professional indemnity insurance and for Teachers of Exercise to Music, a PP licence to play music in public.

Qualification specific criteria – Leisure, Travel and Tourism

500/2124/2 Level 2 Certificate in Sustainable Tourism

500/2127/8 Level 3 Certificate in Sustainable Tourism

Examples of relevant qualifications

Could deliver or hold:

- HND in Travel and Tourism
- Degree in Travel and Tourism
- Degree in Geography
- Degree in Tourism Management
- AVCE in Travel and Tourism
- Sustainable Tourism options
- GNVQ in Leisure and Tourism
- ABTAC Certificate
- NVQ in Travel Services
- City and Guilds 7307 FE Teaching qualification
- Certificate or Diploma in Management Studies - Level 3 only

Examples of work experience

- Experience of working in tour management, resort management or operations management in a tour operation specialising in environmental tourism or clean tourism.
- Voluntary work in sustainable tourism or local initiatives.

Professional membership

Staff could be a member of one or more relevant professional bodies, including:

- Institute of Travel and Tourism

Qualification specific criteria – Leisure, Travel and Tourism

500/2125/4 Level 3 Certificate in Tour Management

Examples of relevant qualifications

Could deliver or hold:

- HND in Travel and Tourism
- Degree in Travel and Tourism
- Tourism Management
- City and Guilds 7307 FE Teaching qualification

Examples of work experience

- Experience of working in tour management, resort management or operations management in a tour operation

Professional membership

Staff could be a member of one or more relevant professional bodies, including:

- Institute of Travel and Tourism

501/0437/8 Level 1 Award in Travel (QCF)

500/2164/3 Level 1 Certificate in Travel

Examples of relevant qualifications

Could deliver or hold:

- AVCE in Travel and Tourism
- ABTAC Certificate
- BA Fares and Ticketing
- ABTA
- Travel services NVQ

Examples of work experience

- Experience of working in a travel agent, resort or as a tour manager

Professional Membership

Staff could be a member of one or more relevant professional bodies, including:

- Institute of Travel and Tourism

Qualification specific criteria – Leisure, Travel and Tourism

500/9846/9 Level 2 Certificate in Travel Services

500/9791/X Level 3 Certificate in Travel Services

500/2234/9 Level 2 Certificate in Travel and Tourism

Examples of relevant qualifications

Could deliver or hold:

- HND in Travel and Tourism
- Degree in Travel and Tourism
- AVCE in Travel and Tourism
- GNVQ in Leisure and Tourism
- ABTAC Certificate
- BA Fares and Ticketing
- ABTA
- NVQ in Travel Services
- City and Guilds 7307 FE Teaching qualification

Examples of work experience

- Experience of working in tourism, in a travel agency, in resort, or as cabin crew

Professional membership

Staff could be a member of one or more relevant professional bodies, including:

- Institute of Travel and Tourism

Qualification specific criteria – Leisure, Travel and Tourism

500/5546/X Level 2 Award in Understanding Stewarding at Spectator Events

Examples of relevant qualifications

- NVQ Level 3 in Spectator Control
- NVQ Level 4 for Safety Officers
- Level 3 Conflict Management Trainers Award
- *Level 2 Certificate in Conflict Management
- **Any recognised First Aid qualification

Examples of work experience

Tutors should have experience of a variety of events (both indoor and out), such as sports matches and events, festivals, concerts, carnivals, rallies, etc where large crowds of people may gather together.

*Conflict Management

Any Level 3 qualified Trainer holding a Level 2 qualification in Conflict Management will be able to deliver the handling conflict aspects of the qualification.

**First Aid

Any qualified Trainer holding a recognised and valid First Aid qualification will be able to deliver the first aid related aspects of the qualification.

500/9665/5 NCFE Level 2 NVQ Certificate in Spectator Safety

Occupational competence for assessors and internal verifiers for the Level 2 Spectator Safety

The following sections set out the criteria for their appointment;

Assessors

Meet the technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed.

Internal verifiers

Meet the technical criteria developed for each occupational area or sporting context to ensure their technical competence in relation to the units being assessed.

What follows are the specific criteria for the level 2 in Spectator Safety and they apply equally to prospective internal verifiers and assessors, who must have:

1. Worked in a relevant spectator safety context for two years full time or equivalent, e.g. Safety Officer, Senior Steward or equivalent
2. Taken part in a relevant and nationally recognised Spectator Safety training course or qualification from the QCF in England/Wales and Northern Ireland or the SCQF in Scotland. Or an action plan to achieve such.

Qualification specific criteria – Preparation for Life and Work

100/1325/8 Entry Level Certificate in Adult Literacy (including Spoken Communication)

100/2029/9 Level 1 Certificate in Adult Literacy

100/2030/5 Level 2 Certificate in Adult Literacy

100/1433/0 Entry Level Certificate in Adult Numeracy

100/2135/8 Level 1 Certificate in Adult Numeracy

100/2136/X Level 2 Certificate in Adult Numeracy

Examples of relevant qualifications

- City and Guilds Initial Certificate in Teaching Basic Skills (Literacy) 9282
- City & Guilds Scheme 9295 (Adult Learner Support – Literacy, Numeracy or ESOL, Level 2)
- City & Guilds Scheme 7324 (Providing Basic Skills Support in the Workplace and FE, Level 3)
- City & Guilds Scheme 9281 (Teaching Basic Skills, Level 2)

Examples of work experience

Demonstrable experience or knowledge of the subject area

500/9949/8 Level 1 Award for Developing Effective Thinking Skills (QCF)

500/7906/2 Level 2 Award for Developing Effective Thinking Skills (QCF)

Examples of relevant qualifications

First line teaching or training qualification eg City & Guilds 7306, City & Guilds 7307 possibly Certificate in Education or PGCE

Examples of relevant subject specific qualifications (desirable)

A Level 3 qualification in; Counselling, Mentorship, Fieldwork Supervision, and or Work based Mediation that includes CBT in its programme

- GCSE in Psychology
- A/AS Level in Psychology

Examples of work experience (desirable)

Principles and theories of applied positive psychology and cognitive behaviour

Practical experience in Counselling, Mentorship, Fieldwork Supervision and or Work based Mediation that includes the principals of CBT as a component part

Qualification specific criteria – Preparation for Life and Work

500/8400/8 NCFE Level 2 Award in Developing Skills for the Workplace (QCF)

Examples of relevant qualifications

- Diploma in Careers Education
- CIPD qualified
- Level 4 Certificate in Further Education Teaching Certificate
- Level 3 NCFE Award in Assessing Candidates using a Range of Methods
- Level 3 NCFE Award in Assessing Candidates Performance through observation
- Level 2 NCFE Award in Developing Skills for Supporting Teaching and Learning in Schools
- Level 2 NCFE NVQ in Advice and Guidance
- Certificate in Management Studies (CMS) or similar
- CIPD qualified – e.g. the area of Communication and Interpersonal skills and Organisational Development

Examples of work experience

In any of the following roles/areas:

- Careers Advisor
- Personal Advisor
- Teacher of Careers Educations and Guidance
- Human Resources
- Recruitment
- Experience of working with Entry and Level 1 candidates
- Experience of leading a team
- Managing a project

Professional Membership

Staff could be a member of one or more relevant professional bodies, including:

- Chartered Institute of Personnel Development (CIPD)
- National Association of Careers and Guidance Teachers (NACGT)
- Chartered Institute of Educational Assessors (CIEA)

Qualification specific criteria – Preparation for Life and Work

500/8446/X Level 1 Award in Exploring Enterprise Skills (QCF)

500/8444/6 Level 1 Award in Demonstrating Enterprise Skills (QCF)

500/8445/8 Level 2 Award for Developing Enterprise Skills (QCF)

500/8443/4 Level 2 Certificate for Developing Enterprise Skills (QCF)

Examples of relevant qualifications

As the Enterprise qualifications can be delivered in a wide range of contexts, there is no requirement for Tutors to hold a specific qualification.

Examples of work experience

In any of the following roles/areas:

- Citizenship
- Business Management
- Community Work
- Careers/Work placement

Qualification specific criteria – Preparation for Life and Work

500/6635/3 Entry Level Award in Exploring Employability Skills (Entry 3) (QCF)

500/6638/9 Entry Level Certificate in Exploring Employability Skills (Entry 3) (QCF)

Examples of relevant qualifications

- Diploma in Careers Education
- CIPD qualified

Examples of work experience

In any of the following roles/areas:

(It is recommended that tutors have experience in teaching candidates with a range of special learning requirements.)

- Careers Advisor
- Personal Advisor
- Teacher of Careers Educations and Guidance
- Human Resources
- Recruitment
- Experience of working with entry level candidates

Professional Membership

Staff could be a member of one or more relevant professional bodies, including:

- Chartered Institute of Personnel Development (CIPD)
- National Association of Careers and Guidance Teachers (NACGT)
- Chartered Institute of Educational Assessors (CIEA)

Qualification specific criteria – Preparation for Life and Work

500/6768/0 Level 1 Award in Employability Skills (QCF) **500/6633/X Level 1 Certificate in Employability Skills (QCF)**

Examples of relevant qualifications

- Diploma in Careers Education
- CIPD qualified
- Level 4 Certificate in Further Education Teaching Certificate
- Level 3 NCFE Award in Assessing Candidates using a Range of Methods
- Level 3 NCFE Award in Assessing Candidates Performance through Observation
- Level 2 NCFE Award in Developing Skills for Supporting Teaching and Learning in Schools
- Level 2 NCFE NVQ in Advice and Guidance

Examples of work experience

In any of the following roles/areas:

- Careers Advisor
- Personal Advisor
- Teacher of Careers Educations and Guidance
- Human Resources
- Recruitment
- Experience of working with Entry and Level 1 candidates

Professional Membership

Staff could be a member of one or more relevant professional bodies, including:

- Chartered Institute of Personnel Development (CIPD)
- National Association of Careers and Guidance Teachers (NACGT)
- Chartered Institute of Educational Assessors (CIEA)

Qualification specific criteria – Preparation for Life and Work

500/6636/5 Level 2 Award in Employability Skills (QCF)

500/6634/1 Level 2 Certificate in Employability Skills (QCF)

Examples of relevant qualifications

- Diploma in Careers Education
- CIPD qualified
- Level 4 Certificate in Further Education Teaching Certificate
- Level 3 NCFE Award in Assessing Candidates using a Range of Methods
- Level 3 NCFE Award in Assessing Candidates Performance through observation
- Level 2 NCFE Award in Developing Skills for Supporting Teaching and Learning in Schools
- Level 2 NCFE NVQ in Advice and Guidance
- Certificate in Management Studies (CMS) or similar
- CIPD qualified – e.g. the area of Communication and Interpersonal skills and Organisational Development

Examples of work experience

In any of the following roles/areas:

- Careers Advisor
- Personal Advisor
- Teacher of Careers Educations and Guidance
- Human Resources
- Recruitment
- Experience of leading a team
- Managing a project

Professional Membership

Staff could be a member of one or more relevant professional bodies, including:

- Chartered Institute of Personnel Development (CIPD)
- National Association of Careers and Guidance Teachers (NACGT)
- Chartered Institute of Educational Assessors (CIEA)

Qualification specific criteria – Preparation for Life and Work

500/6639/0 Level 3 Award in Employability Skills (QCF)

500/6637/7 Level 3 Certificate in Employability Skills (QCF)

Examples of relevant qualifications

- Diploma in Careers Education
- CIPD qualified
- Level 4 Certificate in Further Education Teaching Certificate
- Level 3 NCFE Award in Assessing Candidates using a Range of Methods
- Level 3 NCFE Award in Assessing Candidates Performance through Observation
- Level 2 NCFE Award in Developing Skills for Supporting Teaching and Learning in Schools
- Level 2 NCFE NVQ in Advice and Guidance
- Certificate in Management Studies (CMS) or similar
- CIPD qualified – e.g. the area of Communication and Interpersonal skills and Organisational Development
- Diploma in Management Studies (DMS)
- CIPD qualified – e.g. Managing Training, Management Skills, Organisation Development and Psychology of Management
- Level 4 NCFE Award in Preparing to Teach in the Lifelong Learning Sector

Examples of work experience

In any of the following roles/areas:

- Careers Advisor
- Personal Advisor
- Teacher of Careers Educations and Guidance
- Human Resources
- Recruitment
- Experience of leading a team
- Managing a project
- Managing a Team

Qualification specific criteria – Preparation for Life and Work

(Continued)

Examples of work experience

- Managing conflict
- Managing Innovation
- Time Management and Target setting

Professional Membership

Staff could be a member of one or more relevant professional bodies, including:

- Chartered Institute of Personnel Development (CIPD)
- National Association of Careers and Guidance Teachers (NACGT)
- Chartered Institute of Educational Assessors (CIEA)

500/8314/4 Level 2 Award in Equality and Diversity (QCF)

500/8342/9 Level 2 Certificate in Equality and Diversity (QCF)

Examples of relevant qualifications

Qualifications in areas such as:

- Personnel Support
- Equal Opportunities
- Law (equality/recruitment)
- Social Policy
- Youth Work
- Citizenship
- Personnel Management
- Equality and Diversity
- Business Management
- Sociology
- Community Work

Examples of work experience

Demonstrable experience or knowledge of the subject area, such as:

- Personnel/Human Resources role
- Trade Union advisor
- Youth/Community worker
- Advisory, eg Citizens Advice Bureau or work/worked in an organisation involved in promoting rights of different social groups, eg disabled people; ethnic groups; asylum seekers; gay/lesbian; older people.

It is important that individuals maintain a current awareness of changes in legislation in relation to Equality and Diversity in England and Northern Ireland.

Qualification specific criteria – Preparation for Life and Work

Functional Skills qualifications – various numbers

Examples of relevant qualifications

- Diploma in Teaching in the Lifelong Learning Sector
- City and Guilds Further and Adult Education Teacher's Certificate (7307)
- Key Skills: Deliverer Award (Pitman)
- City and Guilds Initial Certificate in Teaching Basic Skills
- Key Skills: Trainer Award (Pitman)

Examples of work experience

Demonstrable experience or knowledge of the subject area

500/8572/4 Level 1 Award in Interpersonal Skills (QCF)

Examples of relevant qualifications

- CIPD qualified – e.g. the area of Communication and Interpersonal skills and Organisational Development
- Level 3 Counselling or Counselling Skills
- Level 3 NVQ in Advice and Guidance
- Level 3 Mentoring
- Coaching and Mentoring in the workplace
- Advice and Guidance

Examples of work experience

- Personal Advisor
- Career Advisor
- Human Resources
- Counsellor
- Managerial role, mentoring and implementing a support programme

Professional Membership

- Chartered Institute of Personnel and Development

Qualification specific criteria – Preparation for Life and Work

500/8313/2 Level 3 Award in Managing Diversity (QCF)

Examples of relevant qualifications

- Personnel Support
- Equal Opportunities
- Law (equality/recruitment)
- Social Policy
- Youth Work
- Citizenship
- Personnel Management
- Equality and Diversity
- Business Management
- Sociology
- Community Work

Examples of work experience

In any of the following roles/areas:

- Personnel/Human Resources role
- Trade Union advisor
- Youth/Community worker
- Citizens Advice Bureau or work/worked in an organisation involved in promoting rights of different social groups, eg disabled people; ethnic groups; asylum seekers; gay/lesbian; older people
- Recently held or currently hold a management/supervisory position and is responsible for promoting/implementing equality and diversity policies in the workplace.

It is important that individuals maintain a current awareness of changes in legislation in relation to Equality and Diversity in England and Northern Ireland.

Qualification specific criteria – Preparation for Life and Work

500/8781/2 Level 1 Award in Personal Effectiveness (QCF)

Examples of relevant qualifications

- Diploma in Careers Education
- Level 2 NCFE NVQ in Advice and Guidance

Examples of work experience

In any of the following roles/areas:

- Careers Advisor
- Personal Advisor
- Teacher of Careers Educations and Guidance
- Human Resources
- Experience of working with Entry and Level 1 candidates

Professional Membership

Staff could be a member of one or more relevant professional bodies, including:

- Chartered Institute of Personnel Development (CIPD)
- National Association of Careers and Guidance Teachers (NACGT)
- Chartered Institute of Educational Assessors (CIEA)

501/1295/8 Level 1 Award in Mentoring (QCF)

Examples of relevant qualifications

- Diploma in Education Studies
- Certificate in Personnel Practice (CIPD)
- Diploma in Personnel Management

Examples of work experience

- Personal Advisor
- Career Advisor
- Human Resources
- Teacher of Careers Education and Guidance
- Managerial role, mentoring and implementing a support programme

Professional Membership

Staff could be a member of one or more relevant professional bodies, including:

- Member of Institute of Careers Guidance
- Member of National Association of Careers and Guidance Teachers
- Chartered Institute of Personnel and Development

Qualification specific criteria – Preparation for Life and Work

500/8624/8 Level 1 Award in Personal Money Management (QCF)

Examples of relevant qualifications

- Qualification in a related or relevant discipline at least one level above the award being delivered

Examples of work experience

- Occupational background or knowledge as a financial adviser, bank manager, insurance broker or accountant to teach certain aspects of the course

500/8215/2 Level 1 Award in Sustainable Development (QCF)

500/8206/1 Level 2 Award in Sustainable Development (QCF)

Examples of relevant qualifications

Staff must have an up-to-date knowledge of Sustainable Development issues. Sources of current information are available in the NCFE Qualification Specification.

Examples of work experience

In any of the following roles/areas:

- Citizenship
- Geography
- Environmental issues
- Regeneration
- Social policy
- Neighbourhood renewal
- Sustainable development
- Environmental organisations

However, Sustainable Development is not a subject specific agenda so other qualifications/experience may be appropriate.

Qualification specific criteria – Preparation for Life and Work

500/8837/3 Level 2 Award in Volunteering (QCF)

Examples of relevant qualifications

- City and Guilds 7307 Teaching Qualification
- Level 3 Award Advanced Certificate in Managing Volunteers
- Level 3 Award in Managing Volunteers
- Level 3 NVQ in the Management of Volunteers

Examples of work experience

- Experience of working as a volunteer for a minimum of 2 years.
- Experience of working with volunteers for a minimum of 2 years
- Experience of managing volunteers for a minimum of one year

501/0246/1 Entry Level 2 Award in Work Skills

500/9717/9 Entry Level 2 Certificate in Work Skills

501/1298/3 Level 2 Award in Mentoring (QCF)

Examples of relevant qualifications

- Diploma in Education Studies
- Certificate in Personnel Practice (CIPD)
- Diploma in Personnel Management

Examples of work experience

- Personal Advisor
- Career Advisor
- Human Resources
- Teacher of Careers Education and Guidance
- Managerial role, mentoring and implementing a support programme

Professional Membership

Staff could be a member of one or more relevant professional bodies, including:

- Member of Institute of Careers Guidance
- Member of National Association of Careers and Guidance Teachers
- Chartered Institute of Personnel and Development

Qualification specific criteria – Preparation for Life and Work

501/1170/x Entry Level 1 Award in Making Progress (QCF)

501/1171/1 Entry Level 2 Award in Making Progress (QCF)

501/1172/3 Entry Level 3 Award in Making Progress (QCF)

501/1164/4 Entry Level 1 Award in Solving Problems (QCF)

501/1165/6 Entry Level 2 Award in Solving Problems (QCF)

501/1166/6 Entry Level 3 Award in Solving Problems (QCF)

501/1167/x Entry Level 1 Award in Working Together (QCF)

501/1168/1 Entry Level 2 Award in Working Together (QCF)

501/1169/3 Entry Level 3 Award in Working Together (QCF)

Examples of relevant qualifications

- City & Guilds Scheme 7401 (Continuing Professional Development – Special Needs)

Examples of work experience

- It is recommended that Tutors have a background in teaching learners with severe or profound learning difficulties

Wider Key Skills

Examples of relevant qualifications

- Key Skills: Assessor Award (Pitman)
- City and Guilds Further and Adult Education Teacher's Certificate (7307)
- Key Skills: Deliverer Award (Pitman)
- City and Guilds Initial Certificate in Teaching Basic Skills
- Key Skills: Trainer Award (Pitman)

Examples of work experience

- Demonstrable experience or knowledge of the subject area

Qualification specific criteria – Preparation for Life and Work

NP00090NT Level 1 Certificate in Introduction to Citizenship (NPA)

NP00091NT Level 2 Certificate in Active Citizenship (NPA)

Examples of relevant qualifications

- Qualification in a related or relevant discipline at least one level above the award being delivered

Examples of work experience

- Demonstrable experience or knowledge of the subject area

NP0005NT Level 2 Certificate in Personal Development (NPA)

Examples of relevant qualifications

- City & Guilds Scheme 7401 (Continuing Professional Development – Special Needs)

Examples of work experience

- It is recommended that Tutors have a background in teaching learners with severe or profound learning difficulties

Qualification specific criteria – Preparation for Life and Work

NP00084NT Level 2 Certificate in Understanding Equality and Diversity (NPA)

Examples of relevant qualifications

- Qualifications in areas such as:
 - Personnel Support
 - Equal Opportunities
 - Law (equality/recruitment)
 - Social Policy
 - Youth Work
 - Citizenship
 - Personnel Management
 - Equality and Diversity
 - Business Management
 - Sociology
 - Community Work

Examples of work experience

- Demonstrable experience or knowledge of the subject area, such as:
 - Personnel/Human Resources role
 - Trade Union advisor
 - Youth/Community worker
 - Advisory role, eg Citizens Advice Bureau or work/worked in an organisation involved in promoting rights of different social groups, eg disabled people; ethnic groups; asylum seekers; gay/lesbian; older people

It is important that individuals maintain a current awareness of changes in legislation in relation to Equality and Diversity in England and Northern Ireland.

Contact us

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A copy of NCFE's Equal Opportunities Statement is available on request.

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