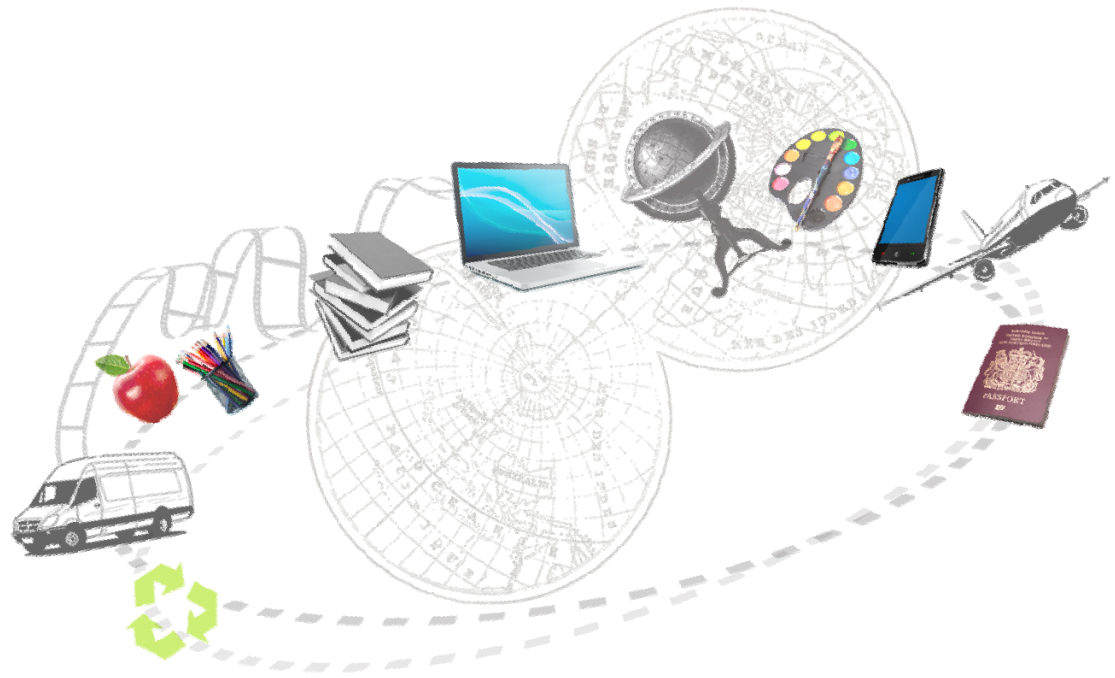


A USER GUIDE TO THE NCFE APPROVAL ADVISOR VISIT REPORT

November 2011



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 organisation 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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A User Guide to the NCFE Approval Advisor Visit Report

At NCFE we want to ensure that our centres feel supported and confident when running our qualifications. We've put together this guide to offer an explanation for each of the main sections in the approval report. The report will be completed by your Approval Advisor during or shortly after your approval visit.

You will be given a grade of 1 to 5 on a number of different factors – the gradings are explained below. You may also be given some actions or suggestions within section 3 of the report.

Depending on how successful the visit is, you may gain approval or you may need an additional visit to give you the chance to complete any action points.

The Report

The NCFE Approval Advisor visit report is divided into sections as follows:

- Section 1 – Centre Details
- Section 2 – Approval Criteria
- Section 3 – Action Plan for Centre
- Section 4 – Action by Approval Advisor/NCFE
- Section 5 – Additional Information

Within some sections, the main subject areas are divided into elements such as 1.1, 1.2 etc. These are graded using our five-point scale. Your Approval Advisor will assess each point and grade it as follows:

- 1 – Excellent (no action required)
- 2 – Above average (modifications suggested)
- 3 – Partially meets requirements (action required)
- 4 – Unsatisfactory (immediate action required)
- 5 – Not applicable

The Report Sections in Detail

Let's explore each section of the report and take a look at what your Approval Advisor is asking you to do.



New Centre Approval Criteria

Section 1: Management Systems

1.1 The centre's aims, policies and procedures are supported by senior management and understood by the assessment team

1.1 You're being asked to demonstrate that senior managers within your centre have given their approval and support to deliver the NCFE qualification(s) for which you're requesting approval. All delivery staff should be familiar with the assessment requirements of each unit and learning outcome within the qualification(s) being offered. This information will be provided within the appropriate NCFE Qualification Specification, which can be downloaded from www.ncfe.org.uk.

Evidence to meet 1.1 could include written confirmation of support from senior managers to run the qualification, together with a copy of your curriculum development plans. If liability for the management of the course lies with a secondary party, you'll need to provide evidence of this agreement.

1.2 The centre's access and fair assessment policies and practices are understood and complied with by Assessors and candidates

1.2 A copy of your current Appeals and Diversity and Equality policies should be readily available to all staff and candidates involved in the delivery of your chosen qualification(s). It's best to develop your own Appeals procedure but you may wish to look at the NCFE Appeals Policy for guidance. It's available to download from www.ncfe.org.uk. You should review your Appeals and Diversity and Equality policies regularly to ensure that they are current and up to date. You should also keep a record of any issues relating to appeals or Diversity and Equality so that you can ensure they are being applied properly and that fair judgements are being consistently made.

Evidence to meet 1.2 could include a copy of your Appeals and Diversity and Equality policies which can be either printed or PC based.

1.3 The roles, responsibilities, authorities and accountabilities of the assessment and moderation/ verification team across all assessment sites are clearly defined, allocated and understood

1.3 Staff involved in course delivery should be clear as to their role in the assessment process. It's good practice to have a Programme Manager who will ensure that all staff are occupationally competent to deliver the qualification(s). Details of specific qualification requirements can be found in the NCFE Occupational Competence Guidelines, available at www.ncfe.org.uk.

Evidence to meet 1.3 could include copies of your staff development policy and evidence of its implementation. Staff CVs and CPD records should be made available, and it is useful to have organisational charts which explain the roles and responsibilities of departments and staff members. All of this evidence will also be needed for any satellite sites which you intend to use.

1.4 There is effective communication within the assessment team and with NCFE

1.4 Meetings should be held on a regular basis to discuss any issues with the qualifications being delivered and to standardise paperwork, processes and assessment decisions. You'll need to keep minutes of these meetings as your External Moderator/Verifier (EM/V) will need to see them when they visit you later on in the year. Your EM/V will complete a report following the visit; it's good practice to share the contents of this report with all of your Assessors and Internal Moderators/Verifiers. This will ensure that all action points are clearly understood and that individuals are aware of their own responsibilities. It's also good practice to have one 'Qualification Contact' who will be responsible for liaising directly with your Approval Advisor and EM/V.



Section 1: Management Systems - continued

You may wish to consider the development of a staff handbook and allow time for staff induction into the course programme, all of which will benefit your candidates in the longer term.

Evidence to meet 1.4 could include minutes of meetings, a record of memos, emails or staff reviews. Evidence should also be kept of communication between the main site and any satellites. Any changes to the way the course is being delivered should be communicated to all relevant parties and a record should be kept of this.

1.5 NCFE is notified of any changes which may affect the centre's ability to meet the approved centre criteria

1.5 In order to maintain smooth delivery of your chosen qualification(s) we advise you to maintain regular contact with your EM/V. You'll need to tell us about any changes you undergo which may affect your ability to meet the approved centre criteria. This includes any changes to your assessment team.

Evidence to meet 1.5 could include records of direct communication with your EM/V or your Centre Support Assistant at NCFE.



Section 2: Resources

2.1 Assessors and Internal Moderator/Verifier have sufficient time, resources and authority to perform their roles and responsibilities effectively

2.1 You should ensure that enough time is allocated to carry out course management, assessment and internal moderation/verification. The most up-to-date version of the Qualification Specification must be used, ensuring that all learning outcomes are completed by your candidates. You'll also need to make staff CVs available to your External Moderator/Verifier (EM/V) when they visit later in the year.

It may be easier to gather evidence for this point once you have started to deliver the qualification. In this case you'll need to present your evidence to your EM/V when they come to visit you.

Evidence for 2.1 could include sampling plans for assessment and internal moderation/verification. It could also include written feedback from Assessors to candidates and from the Internal Moderator/Verifier to the Assessor.

2.2 There are sufficient competent and qualified Assessors and Internal Verifiers/Moderators to meet the demand for assessment and moderation/verification activity

2.2 You'll need to ensure that your staff have occupational competence to deliver each course you're offering. This will be outlined in the NCFE Occupational Competence Guidelines which can be found at www.ncfe.org.uk. We won't tell you how many Assessors or Internal Moderators/Verifiers you'll need, but you should ensure that you have sufficient numbers of staff to meet the needs of your candidates and the demands of the qualification. It's important to note that the same person cannot both assess and moderate/verify any given candidate. It's possible to have just one Assessor and one Internal Moderator/Verifier, if they cross over and swap roles as needed.

It's also good practice to maintain a sample signature form at the start of your course which can clearly identify those members of staff involved in the assessment process.

Evidence to meet 2.2 could include copies of staff CVs, certificates and CPD records.

2.3 A staff development programme is established for the assessment and moderation/verification team in line with identified needs

2.3 All staff involved with the course should be given access to training to enable them to maintain an up-to date skills base required to run the qualification as per the NCFE Qualification Specification. We don't specify amounts of time to be spent on staff development but staff should be kept up to date with changes within the sector, including any changes to Government legislation or to the qualification itself. Large centres should also ensure that training and the sharing of good practice is consistent across departments.

Evidence to meet 2.3 could include a copy of your centre staff development programme and records of training undertaken, such as CPD records.



Section 2: Resources - continued

2.4 Resource needs are effectively identified in relation to the specific programme, and resources are made available

2.4 The resources required to run your specific qualification(s) are described in the accompanying NCFE Qualification Specification - available as a download from www.ncfe.org.uk. It can be useful to keep a list of standard teaching materials used to deliver a course together with copies of schemes of work and lesson plans.

Evidence to meet 2.4 could include a tour of your centres facilities together with discussions with your candidates at a later date.

2.5 Equipment and accommodation used for the purposes of assessment comply with the requirements of relevant Health and Safety legislation

2.5 You'll probably already have a Health & Safety certificate, but you'll need to check if there are any specific adjustments needed for the qualification(s) you are running.

Evidence to meet 2.5 could be seen through your Health & Safety certificate, copies of maintenance schedules and some proof that you are conforming with Public Employee Liability.



Section 3: Candidate Support

3.1 Information, advice and guidance about programme procedures and practices are provided to candidates and potential candidates

3.1 A form of 'course handbook' should be made available to all candidates as part of their induction which clearly explains how the qualification will be assessed. You can design the handbook however you wish, but some qualifications have a 'Candidate Learning Log' which can be used to help guide your candidates towards successful completion of the qualification.

These can be downloaded for free at www.ncfe.org.uk.

In general, any candidate joining a course should be able to recap on the assessment process and should also be able to adopt the Appeals procedure should any issues arise. It's also useful to include details of any additional literacy and or numeracy support available even if not provided by your centre.

Evidence to meet 3.1 could include a course induction handbook together with details of provision available to help candidates with literacy and or numeracy needs. This provision may be provided by a third party if necessary.

3.2 Candidates' development needs are matched against the requirements of the programme and an agreed individual assessment plan is established

3.2 It's useful for your candidates to undergo an initial assessment of basic skills as part of their induction programme. This will help you to ensure that they are being registered onto a level of qualification which matches their own level of ability. Individual learning plans can be used to accommodate candidates who have varying levels of ability. This also helps to identify a timeline for completion of individual units and the qualification as a whole.

Evidence to meet 3.2 could include proof that the initial assessment is conducted during candidate induction.

There should be means of monitoring candidates' progress to ensure that the initial assessment was accurate.

3.3 Candidates have regular opportunities to review their progress and goals and to revise their assessment plan accordingly

3.3 Each candidate should have their own individual learning plan. Throughout the course, candidates should have regular individual review sessions with their Assessors. These sessions will measure progress against the learning plan and identify opportunities to aid progression or make any changes to the learning plan. It's the responsibility of the Assessor to pre-plan and facilitate these sessions, providing the candidate with a comfortable environment to raise and discuss any issues.

Evidence to meet 3.3 will include set review dates and individual learning plans. The plans should include somewhere to record discussions and action points, as well as a record of when units/learning outcomes are completed.

3.4 Particular assessment requirements of candidates are identified and met where possible

3.4 It's important that candidates undergo an initial assessment of basic skills before commencing a qualification. This will ensure that they are being registered on a qualification appropriate to their level and will also help to identify any individual's particular assessment requirements. Following the assessment you may decide it's appropriate to provide some additional literacy or numeracy tutoring for one or more candidates. This can run concurrently with the main qualification but should be appropriate to the candidates' needs and abilities. You should also ensure that, wherever possible, all resources and learning materials are adaptable to meet the potential assessment requirements of your candidates.



Section 3: Candidate Support - continued

Evidence to meet 3.4 will include any materials and equipment designed to meet the particular Initial assessment documentation can also be presented.

3.5 There is an established appeals procedure which is documented and made available to all candidates

3.5 Centres must review their Diversity and Equality and Appeals policies to ensure that they continue to be consistent with the regulatory criteria of the course and that they are applied properly and fairly in arriving at judgements. Candidates will need to be made aware of the process and procedure to appeal against decisions made by the Assessors in relation to their evidence. A record of any previous and outstanding appeals should be made available to your External Moderator/Verifier (EM/V) when they come to visit.

Evidence to meet 3.5 should include documentation used within your centre together with copies of the NCFE Appeals Procedure which can be downloaded from www.ncfe.org.uk.



Section 4: Assessment and Moderation/Verification

4.1 Queries about the Qualification or Award Specification, assessment guidance or related NCFE materials are resolved and recorded

4.1 Every NCFE qualification has an accompanying Qualification Specification which can be downloaded from www.ncfe.org.uk. The specification outlines the resource requirements, objectives and assessment requirements of the qualification. The qualification will be broken down into units, with each unit containing learning outcomes and individual assessment criteria which the candidate needs to fulfill. In addition to the Qualification Specification, some NCFE qualifications have other documentation available to you. You need to make sure that your delivery staff are using the most up-to-date materials. You'll have notified us of a Qualification Contact for each course you're running – if we make any changes to our materials then we'll be sure to notify that person first. They can then inform the rest of their team.

Evidence to meet 4.1 will include records of any queries raised with NCFE in relation to the Qualification Specification and related materials. Over time, your external moderation/verification visit reports may also contain records of these queries and should be made available to all delivery staff.

4.2 Requests are complied with from the awarding organisation or qualifications regulator for access to premises, records, information, candidates and staff for the purpose of external moderation/verification or other monitoring activities

4.2 During both the approval visit and subsequent external moderation/verification visits you'll be asked to produce a range of documentation. This will vary depending on the purpose of the visit but will include things like policies, schemes of work, tracking documents and staff CVs. You can request a blank copy of the approval or external moderation/verification report prior to the visit, so you can see exactly what you'll be asked to produce.

Just ask your Approval Advisor or External Moderator/Verifier (EM/V) for a copy. It's good practice to create a 'course file' for each qualification you're delivering. The course file can simply be a ring binder which contains all course-related documents and centre policies. This will help to make your visits run smoothly and will also provide a focal point for all delivery staff. For more information on what to include in your course file, please speak to your Approval Advisor or EM/V, or alternatively contact our External Quality Assurance team on 0191 239 8000.

Evidence to meet 4.2 will include data management systems, assessment and internal moderation/verification documents, policies and evidence that any course documentation will be made easily available to your EM/V.

4.3 Access to assessment is encouraged through the use of a range of valid assessment methods

4.3 Some of your candidates may benefit from the application of alternative assessment methods. For example, they may require a scribe or additional time to complete an assessment. We'd encourage you to devise a wide range of assessment methods to ensure that no candidates are disadvantaged. You'll be asked to demonstrate your ability to adapt your teaching styles and learning materials to accommodate these needs.

Evidence to meet 4.3 could include records of the initial literacy and or numeracy assessments and the plans to accommodate any identified needs.



Section 4: Assessment and Moderation/Verification – continued

4.4 Internal moderation/verification procedures and activities are clearly documented, consistent with national requirements and ensure the quality and consistency of assessment

4.4 Prior to delivering an NCFE qualification you should ensure that you've identified who'll be responsible for assessing and internally moderating/verifying it. Assessors and Internal Moderators/Verifiers should be occupationally competent and should have access to relevant CPD. Staff should have an understanding of and be able to apply up-to-date moderation/verification processes and techniques. Records should be kept of moderation/verification activity and regular standardisation meetings should be held to achieve consistency. The NCFE Qualification Specification should always be used to underlie internal moderation/ verification activity.

Evidence to meet 4.4 will include details of the staff undertaking the roles of Assessor and Internal Moderator/Verifier. Documentation for planning, tracking and evaluating internal moderation/verification should be produced, along with

4.5 Assessment decisions and practices are regularly sampled and findings are acted upon to ensure consistency and fairness

4.5 Your Internal Moderator/Verifiers (IM/Vs) will be required to regularly sample the assessment decisions made by your Assessors, as well as the feedback they provide to candidates. Written records should be kept of discussions and standardisation meetings between Assessors and IM/Vs – you should employ tracking documents to plan and record internal moderation/ verification. You can use your own tracking documents or you can use the ones we have created – you can call us on 0191 239 8000 to request copies. Where areas for improvement are identified, there should be clear evidence that these are acted upon and improved for future cohorts. The IM/V also needs to help to ensure that access to assessment requirements are identified and fulfilled.

Evidence to meet 4.5 will include sampling strategies, minutes of assessment team meetings and copies of the written feedback given to the Assessors by the Internal Moderator/Verifier.

4.6 Assessment is conducted by qualified and occupationally expert staff

4.6 Most of our qualifications are part of the national Qualifications and Credit Framework (QCF). All QCF qualifications have specific occupational competence guidelines which outline the qualifications and experience needed to assess or moderate them.

You can find these guidelines by visiting our website at www.ncfe.org.uk or by calling us on 0191 239 8000. As a rule, Assessors should hold a qualification in a related field at least a level above the qualification they are delivering, and should hold or be working towards Qualified Teacher Status, a PGCE or a Certificate in Further Education.

Evidence to meet 4.6 will include copies of staff CVs, CPD and occupational certificates.

4.7 Internal moderation/verification is conducted by appropriately qualified and experienced staff

4.7 As with Assessors, Internal Moderators/Verifiers need to be occupationally competent to ensure that they are able to provide accurate advice to Assessors in relation to their assessment

Evidence to meet 4.7 will include copies of staff CVs, CPD and occupational certificates.



Section 4: Assessment and Moderation/Verification – continued

4.8 The external assessment process is carried out in accordance with NCFE's Regulations for the Conduct of External Assessment

4.8 Some NCFE qualifications are wholly or partly assessed by an external assessment component. This is usually in the form of a multiple choice or short answer question paper. If there is an external assessment then this will be detailed within the Qualification Specification. All external assessments must be conducted in line with our Regulations for the Conduct of External Assessment document, which you can find at www.ncfe.org.uk.

Evidence to meet 4.8 would include copies of or signposting to the Regulations for the Conduct of External Assessment. If your external assessment site is on location you could provide a brief tour of this to your Approval Advisor. Please note that you only need to provide evidence for this if you are requesting approval for qualifications which have an external assessment component.

4.9 Unless a learner chooses not to have a unique learner number (ULN), arrangements are in place to obtain the ULN and learner record on behalf of the learner

4.9 Each person in the UK over the age of 14 is eligible to have a ULN. This number stays with people throughout their life and provides access to a Personal Learning Record (PLR) where details of all of their qualifications are stored in one central location. When learners register with you they should be given the opportunity to use their ULN if they already have one or to receive a ULN if they don't have one. You must work with the Learning Records Service to carry out this process on your learners' behalf. You can find information on this at www.learningrecordsservice.org.uk.

Evidence to meet 4.9 would include details from the candidate induction regarding ULN. You should also have a process for registering learners with the Learning Records Service and details of how you use the information.

4.10 Where learner consent is given, uses access to the record of the learner's previous achievements in their learner record to ensure that opportunities for credit transfer and exemptions are maximised

4.10 The core aim of the Qualifications and Credit Framework (QCF) is to promote lifelong learning. One of the ways it aims to do this is by maximising opportunities for recognition of prior learner (RPL). As part of your induction and initial assessment with your candidates you should discuss any previous learning they have done which could contribute to the qualification they're commencing. As part of this discussion you should look at their PLR (if they have one) and highlight any learning which could be used as RPL on the new qualification. This reduces duplication for the learner.

Evidence to meet 4.10 would include details of learners who have used RPL from their PLR. You could also use your process for recording and assessing RPL as evidence of how you intend to do it.



Section 5: Records

5.1 Information supplied to NCFE for the purposes of registration and certification is complete and accurate

5.1 As an NCFE centre you'll have individual access to the NCFE Portal in order to allow you to register your candidates directly. Along with this access you have the responsibility to make sure all candidate details are correct. An instruction booklet covering the use of the Portal can be downloaded from www.ncfe.org.uk. Please note that your centre staff are responsible for the process of claiming certificates after you have obtained a signature from your External Moderator/Verifier (EM/V). If you gain Direct Claim Status (DCS), able to claim certificates without the need for an EM/V signature (though they will still need to be signed by your Internal Moderator/Verifier). You can find more info on DCS by visiting www.ncfe.org.uk.

Evidence to meet 5.1 will be demonstrated at a later date when you begin using the Portal.

5.2 Candidate records and details of achievements are accurate, kept up to date and securely stored in line with NCFE's requirements and are available for external moderation/verification and auditing

5.2 Early on in the delivery of the qualification this will simply mean keeping records of candidate registrations and the results of any initial basic skills assessments; further on you will need to ensure that completed candidate evidence and portfolios are securely stored. These records should be made easily available to your External Moderator/Verifier when they come to visit. Please note that you are not required to store candidate portfolios once they've been fully certificated on the qualification.

Evidence to meet 5.2 will require you to demonstrate your system for securely recording and storing such data and associated materials.

5.3 Unit certification is made available to candidates

5.3 If a qualification has more than one unit, it's possible for candidates to claim certification for just one or more of the component units. They can claim further units and the full qualification at a later date, but please note that this is likely to incur additional certification costs. It's important that candidates are aware that this option is open to them and this should ideally be discussed during their induction. Your own record keeping systems must have the facility to record unit certification.

Evidence to meet 5.3 will include a demonstration of your facility to record unit certification, plus copies of any claims for exemption from completion due to recognition of prior learning or QCF credit transfer. You could also include evidence of this process being explained to candidates.

5.4 Records of internal moderation/verification activity are maintained in line with NCFE's requirements and are made available for the purposes of auditing

5.4 As mentioned in 4.4, you should ensure that written records are kept of all relevant internal moderation/verification activity. This will include any written feedback, minutes of meetings and internal moderation/ verification tracking documents.

Evidence to meet 5.4 will include copies of the above.



Section 5: Records - continued

5.5 The effectiveness of the internal moderation/verification strategy is reviewed against national requirements and corrective measures are implemented

5.5 Before delivering a qualification you'll have put in place a strategy for carrying out internal moderation/verification. You should refer to the individual Qualification Specification to ensure that the strategy is appropriate to the requirements of the qualification. It's equally important though that you review your strategy throughout the delivery of the qualification, as well as at the end of the delivery to ensure that the strategy was effective. If any areas for improvement are identified then these should be discussed and implemented for future cohorts.

Evidence to meet 5.5 will include a copy of your internal moderation/verification strategy and evidence of a planned system of review and improvement.

5.6 The centre's achievements are evaluated and reviewed and used to inform future centre programme developmental activity

5.6 You can measure achievement through things like candidate retention and engagement, as well as actual 'pass rates'. You have the opportunity to devise and implement a system of self evaluation, drawing on feedback from staff, candidates and other sources (such as employers), where appropriate. If any issues are identified then these should be raised as action points with a view to improve and develop your centre and the provision you offer.

Evidence to meet 5.6 could include the results of course evaluation by the candidates as well as the planned development by the assessment team.

5.7 Candidate, Employer (where applicable) and other feedback is used to evaluate the quality and effectiveness of programme provision against the centre's stated aims and policies, leading to continuous improvement

5.7 You should encourage feedback from your candidates and from any other party involved with the delivery of the qualification. This feedback should be used to make improvements and to ensure that you are achieving the stated aims of your centre. Many qualifications now feature an element of work-based learning. In these cases you should also recognise the value of feedback provided to you by employers.

Evidence to show you have met 5.7 could include development plans and copies of surveys which will be sent to candidates and employers etc. A system for gathering, analysing and acting upon this feedback will also need to be in evidence.

5.8 Actions identified by external moderation/verification visits are disseminated to appropriate staff and corrective measures are implemented

5.8 Each time your External Moderator/Verifier (EM/V) visits, they'll produce a comprehensive report which will include grades, feedback and action points. A copy of the report will be emailed to the person you have listed as Qualification Contact. He or she will have to ensure that the content of the report, particularly the action plan, is circulated amongst the delivery team so that each person knows how you're progressing and what improvements need to be made. It's a good idea to hold a team meeting following a visit, and to ensure that the visit report is kept in a place where it can be easily accessed by all members of the team. It's up to you if you want to circulate the whole report or if you want to draw up a separate action plan, but you do need to ensure that everybody is kept informed and is clear on what they need to do. It's important that any actions are completed before the next external moderation/verification visit, as this can affect your progress towards gaining or maintaining Direct Claim Status. For full details of how DCS works, please visit our website at www.ncfe.org.uk.



Section 5: Records - continued

Evidence to meet 5.8 will include any internal action plans or systems set to address issues raised by the External Moderator or Verifier.

5.9 Information and recording systems enable candidates' achievements to be monitored and reviewed in relation to the centre's Diversity and Equality policy

5.9 You should ideally develop your own Diversity and Equality policy; however you can adopt NCFE's Diversity and Equality policy or use it as a basis to develop your own. It's also your responsibility to ensure that you attract candidates from all backgrounds and that they all have an equal opportunity to learn and succeed. In order to facilitate this you should keep track of candidate details such as gender, disability and ethnicity, and ensure that no one group is falling behind in terms of achievement.

Evidence to meet 5.9 will include a demonstration of the system you have in place to record and review this data.

5.10 Has the staff, resources and systems necessary to support the assessment of units and the award, accumulation and transfer of credits and where necessary, the recording of exemptions

5.10 All of NCFE's main provision lies within the national Qualification and Credit Framework (QCF). The ethos behind the QCF is that qualifications can be developed to meet the needs of employers and that candidates are able to engage in lifelong learning. A big part of this is recognising those instances where a candidate has already proven that he or she meets the requirements of a unit which forms part of the qualification they're currently completing. It's your responsibility to develop a system whereby you can recognise and record these instances, so if for example a candidate has completed one unit of a qualification elsewhere, you can record this and ensure that the candidate is able to claim a full certificate upon completion of the remaining units.

You can find full details of how the QCF works by visiting www.ncfe.org.uk or calling us on 0191 239 8000.

Evidence to meet 5.10 will include a demonstration of the systems you have to record this data, as well as records of staff training to understand the workings of the QCF.

5.11 Candidate personal data is collected and held in accordance with the Data Protection Legislation, including the Data Protection Act 1998. Such records are held with the explicit consent of the candidate

5.11 Explanation. It is the responsibility of individual centres to maintain candidate personal data in line with the current Data Protection Act.

Evidence to meet 5.10 will be a copy of the relevant act and a demonstration of the measures put in place to ensure that data is stored in accordance with the act.

5.12 Candidate personal data is collected and held in accordance with the Data Protection Legislation, including the Data Protection Act 1998 with the consent of the candidate.

5.12 Explanation. You need to ensure that any documents you use to record prior learning or transfer of credit comply with the Data Protection Act 1998.

You can find details of the Data Protection Act at http://www.ico.gov.uk/what_we_cover/data_protection.aspx.

You also need to ensure that learners are aware of any information you hold about them and how you will use it. Learners must give their consent to any information being held. Evidence to support this could include your centre's data protection policy, and any forms your learners complete to give their consent to you holding their personal information.



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