

# Qualification Specification

**NCFE CACHE Level 2 Award in Stroke  
Awareness  
QN: 600/4762/8**

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## Summary of changes

This section summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
v4.1	February 2020	<a href="#">Resources</a> section added.
v4.2	June 2022	Information regarding <a href="#">registration and entry requirements</a> added to section 1.  Information regarding the language of <a href="#">assessment evidence</a> added to section 2.  Information about the <a href="#">support handbook</a> added to section 5.

## **Section 1: General introduction**

### **About this qualification specification**

This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 2 Award in Stroke Awareness.

### **Total Qualification Time**

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

### **Recognition of Prior Learning (RPL)**

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided by the learner meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Assurer.

## Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

### Competence-/Skills-based learning outcomes:

- Begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

### Knowledge-based learning outcomes:

- Begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

### Entry guidance

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

### Making use of our websites

Our websites are maintained on a regular basis and this is where the most up-to-date documents can be found. We strongly advise that these are used as a resource on an ongoing basis to ensure you always have the most current information.

All our qualification documents are version controlled, allowing you to check for updates or revisions.

### The Public Website

The NCFE website contains information about all our qualifications, including:

- Key Facts
- Qualification Specifications
- other support materials

There are also some other key documents that can be referred to when required. For example:

- complaints procedure
- appeals process
- diversity statement.

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

### The Centre secure website

More specific information to support Centre delivery can be found in our members area on the NCFE website. **This site is for Approved Centres only.**

To access the members area, please log in using the details provided by the Centre administrator.

### Support for Centres

There are a number of support documents available that you might find useful for delivery. These are available to download from the NCFE website or can be requested from the Customer Support team on 0191 239 8000 or by emailing [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk).

Our Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can get more information by calling 0191 239 8000 or by emailing [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk).



## **Section 2: About this qualification**

<b>Qualification summary</b>	
<b>Title</b>	NCFE CACHE Level 2 Award in Stroke Awareness
<b>Qualification number</b>	600/4762/8
<b>Aims and objectives</b>	<p>This qualification aims to upskill the workforce in Stroke Care to improve services and meet the projected outcomes of the National Stroke Strategy for England.</p> <p>The qualification aims to help learners to:</p> <ul style="list-style-type: none"> <li>• know the different types of stroke</li> <li>• know the signs and symptoms of stroke and their effects</li> <li>• understand how to respond in an emergency stroke incident.</li> </ul>
<b>Total Qualification Time (hours)</b>	30
<b>Guided Learning (hours)</b>	28
<b>Credit value</b>	3
<b>Grading system</b>	Achieved/Not Yet Achieved
<b>Minimum age of learner</b>	16
<b>Real work environment (RWE) requirement/ recommendation</b>	This is a knowledge-only qualification; therefore no real work environment placement is required.
<b>Rule of combination</b>	To be awarded the Level 2 Award in Stroke Awareness learners are required to successfully complete one mandatory unit.
<b>Entry requirements/ recommendations</b>	<p>There are no specific recommended prior learning requirements for this qualification; however learners might find it helpful if they've already achieved a Level 1 qualification.</p> <p>This qualification is suitable for learners aged 16+.</p>
<b>Progression</b>	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> <li>• Level 3 Certificate in Stroke Care Management</li> <li>• Level 2 Certificate in Counselling Skills</li> <li>• Level 2 Diploma in Health and Social Care (Adults) for England</li> <li>• Level 2 Certificate in Healthcare Support Services</li> <li>• Level 2 Diploma in Clinical Healthcare Support</li> </ul>

<b>Assessment methods</b>	Portfolio of evidence
<b>Additional assessment requirements</b>	<p>This qualification must be assessed in line with Skills for Care and Development's Assessment Principles.</p> <p>Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p>
<b>About this qualification</b>	This is a regulated qualification. The regulated number for this qualification is 600/4762/8.

### Useful websites

Centres may find the following websites helpful for materials and resources to assist with the delivery of this qualification:


- Social Care Institute for Excellence: [www.scie.org.uk](http://www.scie.org.uk)
- National Institute for Health and Care Excellence: [www.nice.org.uk](http://www.nice.org.uk)
- The Stroke Association: [www.stroke.org.uk](http://www.stroke.org.uk)
- NHS Choices: [www.nhs.uk/Conditions/Stroke/Pages/Introduction.aspx](http://www.nhs.uk/Conditions/Stroke/Pages/Introduction.aspx)
- Stroke-Specific Education Framework: [www.stroke-education.org.uk/](http://www.stroke-education.org.uk/)

## Section 3: Units

<b>Mandatory units</b>
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Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Credit	Hours
Unit 01	F/503/7150	Stroke Awareness	Knowledge	2	3	28



The star icon  indicates that a unit is knowledge based.

The units above may be available as stand-alone unit programmes. Please visit our Centre secure website for further information.

<b>Unit layout</b>	
<b>For each unit the following information has been provided:</b>	
Unit title	Provides a clear, concise explanation of the content of the unit.
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit group	Explains if the unit is mandatory or optional.
Unit guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Credit value	The value that has been given to the unit based on the expected learning time for an average learner.
Unit summary	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Unit delivery and assessment guidance	This includes specific guidance relating to the delivery and assessment of the unit and information to support the learner.
Additional information	Any further information about the unit, eg links to National Skills Standards.
Type of evidence	The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team.

### Glossary of terms

This glossary explains how the terms used in the unit content are applied to this qualification.

Accurately	Learner carries out all stages of a process correctly and without errors ( <b>see mostly accurately</b> ).
Advanced ways	Solutions may be more complex or more considered ( <b>see basic ways and considered ways</b> ).
Application	Using skills or knowledge to complete a specific task. Using technical language.
Appropriate	Ideas or choices must be realistic and viable to the vocational area and the learner's resources. They must be selected by the learner, as opposed to in Level 1 where learners are directed.
Balanced conclusions	All arguments are considered in making a conclusion ( <b>see reasoned conclusions</b> ).
Basic ways	Straightforward, mostly obvious ideas or solutions ( <b>see advanced ways and considered ways</b> ).
Complex task/brief	A task/brief made up of several interrelated elements.
Complex technical problems	A problem specific to the vocational area that has several interrelated elements ( <b>see technical problems</b> ).
Considered experimentation	Experimentation is well thought-out and fit for purpose. It is comprehensive enough to draw a reliable conclusion from ( <b>see limited experimentation and simple experimentation</b> ).
Considered ways	Ideas or solutions show some degree of thought ( <b>see advanced ways and basic ways</b> ).
Correctly applies	Using the most appropriate skills or knowledge to complete a specific task/using skills or knowledge correctly. Using appropriate technical terms for the task or context ( <b>see use</b> ).
Directed tasks	Learners are given clear instructions on how to complete the task, which may be broken into stages for them by the Tutor/Assessor.
Effective solutions	Solutions are appropriate to the vocational area ( <b>see possible solutions</b> ).

Efficiently solves	Solves in a manner appropriate to the vocational area.
Everyday language	The learner's own language and terms, the personal vocabulary the learner uses, non-vocational language and terminology <b>(see specialist terms/language and technical terms/language)</b> .
Format of source	The style of information - eg a questionnaire, a report, an observation, an interview <b>(see type of source)</b> .
General understanding	A basic understanding of the vocational area that does not require knowledge of technical skills, techniques or rules of implementation <b>(see technical understanding)</b> .
Limited experimentation	Experimentation shows some degree of planning and thought but may not be thorough enough to draw a reliable conclusion from <b>(see considered experimentation and simple experimentation)</b> .
Mostly accurately	Learner is able to carry out most stages of a process without errors to achieve an outcome <b>(see accurately and some degree of accuracy)</b> .
Possible solutions	The solution may not involve technical skills or understanding and may not be a long-term or effective solution <b>(see effective solutions)</b> .
Range	Frequent use of most common words/techniques/materials <b>(see some and wide range)</b> .
Reasoned conclusions	Explanations are provided as to why a conclusion was made <b>(see balanced conclusions)</b> .
Simple experimentation	Straightforward, most obvious experimentation is carried out <b>(see limited experimentation and considered experimentation)</b> .
Some	Occasional use of most common words/techniques/materials <b>(see range and wide range)</b> .
Some degree of accuracy	Learner is able to carry out the stages of a process to achieve an outcome, but most stages will contain errors <b>(see accurately and mostly accurately)</b> .
Sophisticated examples	Complex or less obvious examples provided with detailed explanation. Clearly related to the point being made <b>(see straightforward examples)</b> .



Specialist skills	Advanced technical skills in context ( <b>see technical skills</b> ).
Specialist terms/language	Advanced technical terms in context ( <b>see everyday language and technical terms/language</b> ).
Straightforward examples	Direct obvious examples which lack complexity of any kind, but clearly relate to the point being made ( <b>see sophisticated examples</b> ).
Technical problems	A problem specific to the vocational area. This could include equipment, processes etc. ( <b>see complex technical problems</b> ).
Technical skills	The application of technical understanding. The ability to put subject-specific skills, measures, techniques or rules of implementation into practice to achieve suitable outcomes ( <b>see specialist skills</b> ).
Technical terms/language	Language relating to the vocational area. May include skills, measures, techniques or rules of implementation etc. ( <b>see everyday language and specialist terms/language</b> ).
Technical understanding	An understanding of the skills, measures, techniques or rules of implementation appropriate to the vocational area. The learner may still be learning how to apply this understanding ( <b>see general understanding</b> ).
Type of source	The place that the information comes from - eg the internet, a museum visit, staff, visitors ( <b>see format of source</b> ).
Use	Applying general or basic skills or knowledge to a task ( <b>see correctly applies</b> ).
Wide range	Uses all relevant words/techniques/materials that could be expected at the level ( <b>see range</b> ).

## Unit 01: Stroke Awareness



<b>Unit reference</b>	F/503/7150	<b>Unit level</b>	2
<b>Unit group</b>	Mandatory		
<b>Credit value</b>	3		
<b>Unit hours</b>	28		
<b>Unit summary</b>	The aim of this unit is to provide an understanding of the different types of stroke, signs and symptoms and effects on individuals. It will also help learners to gain knowledge of the response needed in the event of an emergency stroke incident, managing stroke and the support available following stroke.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Know what a stroke is.	1.1. Identify the changes in the brain associated with stroke.
	1.2. Outline other conditions that may be mistaken for stroke.
	1.3. Define the differences between stroke and Transient Ischaemic Attack (TIA).
2. Know how to recognise stroke.	2.1. List the signs and symptoms of stroke.
	2.2. Identify the key stages of stroke.
	2.3. Identify the <b>assessment tests</b> that are available to enable listing of the signs and symptoms.
	2.4. Describe the potential changes that an individual may experience as a result of stroke.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
3. Understand the management of risk factors for stroke.	3.1. State the prevalence of stroke in the UK.  3.2. Identify the <b>common risk factors</b> for stroke.  3.3. Describe how risk factors may vary in different <b>settings</b> .  3.4. Define the steps that can be taken to reduce the risk of stroke and subsequent stroke.
4. Understand the importance of emergency response and treatment for stroke.	4.1. Describe why stroke is a medical emergency.  4.2. Describe the actions to be taken in response to an emergency stroke incident in line with agreed ways of working.  4.3. Identify the impact on the individual of the key stages of stroke.  4.4. Identify the correct early positioning for airway management.  4.5. Identify the information that needs to be included in reporting relevant and accurate history of the incident.
5. Understand the management of stroke.	5.1. Describe why effective stroke care is important to the management of stroke.  5.2. Identify support available to <b>individuals</b> and <b>others</b> affected by stroke.  5.3. Identify other agencies or resources to signpost individual or others for additional support and guidance.

### Delivery and assessment

2.3. **Assessments tests:** refers to FAST - Face, Arms, Speech, Time.

3.2. **Common risk factors**, including:

- genetic
- lifestyle
- ethnicity age
- other medical conditions.

3.3. **Settings:** this may vary according to the health and social care setting of the individual eg residential or domiciliary environment.

5.2. An **individual** is someone accessing care or support.

5.2. **Others** may include:

- family members
- friends
- advocates
- other professionals
- carers.

**Type of evidence:** A fact sheet or information leaflet

**Assessment criteria:** 1.1–1.3, 3.1–3.4

**Additional information:** An assignment could be devised consisting of a series of tasks requiring learners to investigate causes and types of stroke. The findings could be presented in the form of an information leaflet or fact sheet. Tutors could produce a list of headings for learners to follow for guidance to make sure the assessment criteria are addressed.

**Type of evidence:** Tutor-devised case study

**Assessment criteria:** 2.1–2.4, 4.1, 4.2, 4.4

**Additional information:** Tutors could design a case study to illustrate a scenario requiring an emergency response relating to a stroke. Learners could answer questions relating to the assessment criteria.

**Type of evidence:** Completion of simulated records

**Assessment criteria:** 4.2–4.5

**Additional information:** This simulation could be linked to a case study, such as the one above. Learners could complete an account as if they had responded to the emergency and were reporting the incident, ensuring they include the necessary details such as the history and action taken.

**Type of evidence:** Oral or written questioning

**Assessment criteria:** 5.1–5.3

**Additional information:** Learners could investigate the support and guidance available for individuals and their families following a stroke and use their findings to answer pre-prepared questions.

**Types of evidence**

Evidence could include:

- a fact sheet or information leaflet
- Tutor-devised case study
- completion of simulated records
- oral or written questioning.

<b>Additional information</b>	
Relationship to occupational standards/NOS mapping	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• English</li> <li>• Math</li> <li>• ICT</li> </ul> <p><b>Links to NOS</b></p> <p>The NCFE Level 2 Award in Stroke Awareness doesn't map to any specific National Occupational Standards. It has, however, been mapped to the National Stroke Specific Education Framework (SSEF).</p> <p>The SSEF will offer UK-recognised, quality-assured, transferable learning programmes in stroke at all levels.</p> <p>The NCFE Level 2 Award in Stroke Awareness could help contribute to the following knowledge elements of the SSEF:</p> <ul style="list-style-type: none"> <li>• 1: Awareness raising: stroke as a medical emergency</li> <li>• 2: Managing risk: primary and secondary prevention</li> <li>• 3: Information, advice and support to those affected by stroke</li> <li>• 5: Assessment (TIA): assessment and management at time of event</li> <li>• 8: Assessment (stroke): emergency assessment and management</li> </ul>
Additional unit assessment requirements	<p>This unit is internally assessed and externally quality assured.</p> <p>This unit must be assessed in line with Skills for Care and Development's Assessment</p>

	Principles.
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## **Section 4: Assessment and quality assurance information**



### Assessment strategies and principles relevant to this qualification

The units we offer have been developed in line with the specific **assessment strategies or principles** of different Sector Skills Councils (SSCs) or by us where there is no SSC lead.

The key requirements of the assessment strategies or principles that relate to units in this qualification can be found on the qualification page on our website.

Centres need to ensure that individuals undertaking Assessor or Quality Assurer roles conform to the SSC assessment requirements for the **unit** they are assessing or quality assuring.

## Staffing requirements

Centres delivering this qualification must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the expected number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure that all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

### Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

## Internal Assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade.

If a Centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the **Internal Assessment Tasks: Guidance for Centres** document on our secure website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification.

### **Supervision of learners and your role as an Assessor**

Guidance on how to administer the internal assessment and the support you provide learners can be found on our secure website.

### **Feedback to learners**

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our secure website.

### **Presenting evidence**

#### **Written**

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

#### **Recorded**

Where audio-visual evidence of multiple learners is used, Centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

## Quality Assurance

### Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a Centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the Centre's own sampling strategy in selecting the sample to be internally quality assured.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the Centre's quality assurance agent.

### External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

## Section 5: Documents

## Useful documents

This section refers to useful documents that can be found on our website, some of which may assist with the delivery of this qualification.

### Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

## Mandatory documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

The forms and guidance documents are included within **Delivering our Qualifications – Assessment and Internal Quality Assurance Guidance** on our secure website.

### Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

## Resources

The resources and materials used in the delivery of this qualification, must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

## **Section 6: General Information**



**Equal opportunities**

We fully support the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Equal Opportunities Policy is available on request.

**Diversity, access and inclusion**

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. We regularly evaluate and monitor the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

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