

Qualification specification

**NCFE Level 3 Award in Employment Awareness
in Active Leisure and Learning**

QN: 501/1812/2

This qualification is now withdrawn



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WITHDRAWN

Summary of changes

This section summarises the changes to this qualification specification since the last version (Issue 3 July 2018).

Version	Publication Date	Summary of amendments
v4.0	October 2020	References to Apprenticeship Frameworks removed due to withdrawal.
V4.1	June 2022	Information regarding entry requirements added to Section 1 Information regarding assessment in English added to Section 3

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. 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 NCFE Level 3 Award in Employment Awareness in Active Leisure and Learning.

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 3 Award in Employment Awareness in Active Leisure and Learning.

Things you need to know

Qualification number (QN)	501/1812/2
Aim reference	501/1812/2
Total Qualification Time (TQT)	80
Guided Learning Hours (GLH)	61
Credit value	8
UCAS	This qualification has been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.
Level	3
Assessment requirements	internally assessed and externally quality assured portfolio of evidence

Total Qualification Time (TQT)

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.

Credit

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 501/1812/2.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Qualification purpose

This qualification is designed for anyone who wants to work or already works in the sport and active leisure industry. The qualification enables learners to develop knowledge and understanding of the sport and active leisure industry.

This qualification will:

- focus on the study of sport, leisure and recreation and active leisure and learning sector
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of technical skills.

Achieving this qualification

To be awarded the NCFE Level 3 Award in Employment Awareness in Active Leisure and Learning, learners are required to successfully complete 3 mandatory units.

Mandatory units

Unit No	Unit title
Unit 01	Understanding employment rights and responsibilities
Unit 02	Understanding the active leisure and learning sector
Unit 03	Understanding the employing organisation

The learning outcomes for each unit are provided in Section 2 (page 13).

The units above may be available as stand-alone unit programmes. Please visit www.ncfe.org.uk/units for further information.

To achieve the NCFE Level 3 Award in Employment Awareness in Active Leisure and Learning, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Unit Certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

Essential skills

While completing this qualification, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills' such as team working, independent learning and problem solving, to more tricky-to-measure skills such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

Recognition of Prior Learning (RPL)

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

Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Direct Claim Status

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

Entry guidance

This qualification is aimed at people who want to work or already work in the sport and active leisure industry.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 2 qualification.

Entry is at the discretion of the centre. However, learners should be aged 16 or above to undertake this qualification.

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

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.

Progression opportunities

Learners who achieve this qualification could progress into employment or to other Level 3 qualifications in the sport and active leisure industry.

Progression to Higher Level Studies

This qualification aims to provide learners with a number of progression options, including higher level studies at university or FE colleges. The skills required to progress to higher academic studies are different from those required at Levels 1 and 2. Level 3 qualifications enable the development of these skills. Although there is no single definition of higher level learning skills, they include:

- checking and testing information
- supporting your points with evidence
- self-directed study
- self-motivation
- thinking for yourself
- analysing and synthesising information/materials
- critical thinking and problem solving
- working collaboratively
- reflecting upon learning and identifying improvements.

Level 3 criteria can require learners to **analyse, draw conclusions, interpret or justify**, which are all examples of higher level skills. This means that evidence provided for the portfolio will also demonstrate the development and use of higher level learning skills.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications www.register.ofqual.gov.uk and on our website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications 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 anticipated 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 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 internally quality assured. This may be gained through experience and/or qualifications.

Support for learners

Evidence-tracking document

The evidence tracking document 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 evidence tracking document – you can devise your own evidence-tracking document instead.

Support for centres

Customer Support team

Our award winning Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can contact the Customer Support Team on 0191 239 8000 or email customersupport@ncfe.org.uk.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

The current fees and pricing guide is available on the NCFE website.

Training and support

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Learning resources

NCFE offer a wide range of learning resources to support the delivery of this qualification, please check the qualification page on the NCFE qualifications website for more information.

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 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The unit overview includes:

- unit title and number
- unit summary
- credit value
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- learning outcomes
- delivery and assessment (including types of evidence for internal assessment).

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

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 at NCFE.

For further information or guidance about this qualification please contact our Product Development team on 0191 239 8000.

Unit 01 Understanding employment rights and responsibilities (J/600/0840)

Unit summary	This unit covers the knowledge and understanding that employees require concerning: <ul style="list-style-type: none">• employment law and industry specific legislation that apply to their jobs• key documents relating to their employment• employment procedures they should follow at work.
Credit value	2
Guided learning hours	15
Level	2
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

- 1 know their employment rights and responsibilities under the law

The learner can:

- 1.1 describe their rights and responsibilities in terms of:
 - contracts of employment
 - anti-discrimination legislation
 - working hours and holiday entitlements
 - sickness absence and sick pay
 - data protection
 - health and safety
- 1.2 outline the rights and responsibilities of the employer
- 1.3 describe the health and safety legal requirements relevant to their organisation
- 1.4 outline the implications of health and safety legal requirements for their own job role

Unit 01 Understanding employment rights and responsibilities (J/600/0840) (cont'd)**Learning outcome 1 (cont'd)****Delivery and assessment**

Employees working in active leisure will need to know their employment rights and responsibilities, including health and safety requirements relevant to their role within the sub sector. An awareness of relevant documentation could include: contracts of employment, job descriptions, personnel records and procedures covering grievances and discrimination or bullying.

For employment rights and responsibilities, learners could refer to Employment Rights Act 1996 and the Equality Act 2010 to ensure consistency in what the employee and employers need to do to make the workplace a fair environment and to comply with the law.

Learners could research:

- www.citizensadvice.org.uk
- www.Acas.org.uk
- contracts of employment
- working hours and holiday entitlements
- sickness, absence and Statutory Sick Pay (SSP)
- working time regulations.

Learners could also research Human Rights Act 1998 designed to protect workers within the workplace.

Learners can also consider the implications of health and safety legal requirements for a specific job role by referring to Health and Safety at Work Act (HASAWA), Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), health and safety at work (first aid), regulations and Control of Substances Hazardous to Health (COSHH).

Types of evidence

Evidence could include:

- learner report
- research and presentation
- Assessor observation
- witness testimony and/or completion of logbooks within the workplace.

Unit 01 Understanding employment rights and responsibilities (J/600/0840) (cont'd)**Learning outcome 2**

The learner will:

- 2 understand documents relevant to their employment

The learner can:

- 2.1 explain the main terms and conditions of a contract of employment
- 2.2 outline the contents and purpose of a job description
- 2.3 describe the types of information held on personnel records
- 2.4 describe how to update information held on personnel records
- 2.4 interpret the information shown on a pay slip or other statement of earnings

Delivery and assessment

Learners could research documents relevant to employment: contract, terms and conditions, job description, roles and responsibilities, personnel records (eg statutory records) and organisational records. Learners could review organisation's procedures for updating information on personnel records in line with current data protection legislation. They should know the importance of accuracy and confidentiality on:

- pay slips and salary information
- personal details
- tax code
- National Insurance number.

They could also consider from Internet research or organisational information how to interpret information on pay slips. Learners may refer to HM Revenue and Customs or www.gov.uk.

An organisation's procedures relating to time off, grievances and discrimination or bullying may be included within staff handbooks/intranet or discussed with a line manager/human resources (HR) team/union representative.

External sources of information and advice eg Acas, Citizens Advice Bureau, www.gov.uk and Equality Act 2010.

Types of evidence

Evidence could include:

- examples of annotated non-confidential organisational documentation
- learner report
- research and presentation
- witness testimony
- completion of logbooks within the workplace.

Unit 01 Understanding employment rights and responsibilities (J/600/0840) (cont'd)**Learning outcome 3**

The learner will:

- 3 know key employment procedures at work

The learner can:

- 3.1 describe the procedures to follow if someone needs to take time off
- 3.2 describe the procedures to follow if there is a grievance
- 3.3 describe the procedures to follow if there is evidence of discrimination or bullying
- 3.4 identify sources of information and advice on employment issues:
 - internal to their organisation
 - external to their organisation

Delivery and assessment

Learners could research documents relevant to employment: contract, terms and conditions, job description, roles and responsibilities, personnel records (eg statutory records) and organisational records. Learners could review organisation's procedures for updating information on personnel records in line with current data protection legislation. They should know the importance of accuracy and confidentiality on:

- pay slips and salary information
- personal details
- tax code
- National Insurance number.

They could also consider from Internet research or organisational information how to interpret information on pay slips. Learners may refer to HM Revenue and Customs or www.gov.uk.

An organisation's procedures relating to time off, grievances and discrimination or bullying may be included within staff handbooks/intranet or discussed with a line manager/human resources (HR) team/union representative.

External sources of information and advice eg Acas, Citizens Advice Bureau, www.gov.uk and Equality Act 2010.

Types of evidence

Evidence could include:

- examples of annotated non-confidential organisational documentation
- learner report
- research and presentation
- witness testimony
- completion of logbooks within the workplace.

Unit 02 Understanding the active leisure and learning sector (F/600/1758)

Unit summary	<p>This unit covers the knowledge and understanding that employees in the active leisure and learning sector require concerning:</p> <ul style="list-style-type: none"> • the active leisure and learning sector • the sub-sectors that make up active leisure and learning • detailed information about the sub-sector in which the learner works • career opportunities.
Credit value	3
Guided learning hours	23
Level	3
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

- 1 understand the key features of the active leisure and learning sector

The learner can:

- 1.1 describe the active leisure and learning sector's scope and size
- 1.2 explain the contribution that active leisure and learning makes to the economy and society
- 1.3 explain the role of the Sector Skills Council responsible for active leisure and learning
- 1.4 define the main sub-sectors within the active leisure and learning sector

Delivery and assessment

Sub-sectors include sport, fitness, the outdoors, playwork, caravans.

Learners could prepare a report/presentation from the information they've accessed from the Sector Skills Council (SSC) www.skillsactive.com. Reflect on the current role of the SSC for the relevant sub-sector. Presentation could include information on the size and scope of the relevant sub-sector, including number of facilities, customers, employers, activities, opportunities available and how the sub-sector contributes to society, education, health and the economy.

Types of evidence

Evidence could include:

- learner presentation
- Assessor observation
- annotated Internet research and/or learner report/notes.

Unit 02 Understanding the active leisure and learning sector (F/600/1758) (cont'd)**Learning outcome 2**

The learner will:

- 2 understand the key features of the active leisure and learning sub-sector in which they work

The learner can:

- 2.1 describe the composition of their sub-sector in terms of public, private and voluntary organisations
- 2.2 analyse the size of their subsector in terms of employment and participation
- 2.3 interpret the economic and social value of their subsector
- 2.4 explain factors causing change in their subsector
- 2.5 explain the essential principles, values or codes of practice in their subsector
- 2.6 describe the roles of key organisations in their sector, including any representative and regulatory bodies, trade unions and trade associations
- 2.7 explain the links their sub-sector has with other industries

Delivery and assessment

Learners could refer to the SSC www.skillsactive.com for current information and links between the relevant sub-sector in which they work or a trade union (eg Acas).

Learner research could include:

- trade association eg National Caravan Council (NCC)
- representative and regulatory bodies eg Register of Exercise Professionals (REPs).

Learners could also use visual aids to represent sector size for employment, participation and factors causing change within a sub-sector.

Types of evidence

Evidence could include:

- Internet research
- charts
- graphs
- learner notes
- brochure/leaflet/poster
- presentation and/or Assessor observation.

Unit 02 Understanding the active leisure and learning sector (F/600/1758) (cont'd)**Learning outcome 3**

The learner will:

- 3 understand employment and career opportunities in the active leisure and learning sub-sector in which they work

The learner can:

- 3.1 identify sources of information on career progression, training and education
 3.2 describe the main job roles within their sub-sector
 3.3 describe potential career pathways in their sub-sector
 3.4 identify what is required to progress in their sub-sector in terms of qualifications, skills and knowledge, experience and personal qualities
 3.5 explain how skills and knowledge acquired in their sub-sector could relate to job opportunities elsewhere

Delivery and assessment

Learners could be encouraged to link up with employers to gain first-hand knowledge and experience through visits, work experience and guest speakers from the relevant sub-sector.

Learners could refer to SkillsActive careers - progression paths for careers in the sub-sector in which they work. They could include key roles, eg Sports Development Officer, Classroom Assistant, Outdoor Activity Instructor, Caravan Park Manager and Fitness Instructor.

Key factors to influence career progression to leadership and management roles and transference from one sector to another can include: experience and personal qualities (eg enthusiasm), commitment, care for others, and a determination to develop and progress with personal/technical and inter-personal skills.

Types of evidence

Evidence could include:

- learner notes from guest speaker
- Internet research
- annotated notes
- poster
- presentation with Assessor observation.

Unit 03 Understanding the employing organisation (R/600/1764)

Unit summary	<p>This unit covers the knowledge and understanding that employees require concerning:</p> <ul style="list-style-type: none"> the aims, objectives and structure of their organisation the contribution they can make to the organisation's objectives opportunities for professional and career development in the organisation.
Credit value	3
Guided learning hours	23
Level	3
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

- 1 understand the structure of their organisation

The learner can:

- 1.1 describe the main functions in their organisation
- 1.2 describe how the main functions in their organisation are staffed and organised
- 1.3 describe the communication channels in their organisation
- 1.4 describe the lines of control and accountability in their organisation

Delivery and assessment

Learners should be encouraged to link up with employers from the relevant sub-sector to gain first-hand knowledge and experience to develop an understanding of an employing organisation, including the aims, structure and size, organisational processes and opportunities for career progression.

Evidence can also be gathered through visits, work experience and guest speakers. Learners may refer to organisational structures, staffing and functions, accountability, lines of control and communication channels.

Types of evidence

Evidence could include:

- annotated copies of company documents for presentation and Assessor observation
- produce information for inclusion in staff handbook
- annotated Internet search from company websites
- flow charts and/or diagrams
- learner notes from interviews with organisation employees
- completion of logbook from work experience.

Unit 03 Understanding the employing organisation (R/600/1764) (cont'd)**Learning outcome 2**

The learner will:

- 2 understand key aims and objectives of their organisation

The learner can:

- 2.1 explain the importance of an organisation having a business plan
- 2.2 describe their organisation's key aims and objectives (for example, mission, core aims and values)
- 2.3 describe how their organisation measures the achievement of key aims and objectives
- 2.4 identify their organisation's key performance indicators

Delivery and assessment

A business plan provides a clear focus and direction, assists with planning and monitoring targets, and reviewing performance. Learners could report on their organisation's key aims, mission, values and targets (both financial and non-financial); and the importance of measuring achievement of aims and objectives through surveys and end of year reviews. Learners could reflect on key performance indicators (eg number of customers, sales, turnover, profit, market share and debt).

Types of evidence

Evidence could include:

- learner presentation
- Assessor observation
- Internet research
- learner report - notes from company employee interview, questionnaire and learner report, annotated Internet downloads and graphs/charts.

Unit 03 Understanding the employing organisation (R/600/1764) (cont'd)**Learning outcome 3**

The learner will:

- 3 understand their own contribution to their organisation's key aims and objectives

The learner can:

- 3.1 evaluate the importance of an organisation managing the performance of its staff
- 3.2 describe the objectives of their job role
- 3.3 explain how the objectives of their job role contribute to the organisation's key aims and objectives
- 3.4 explain how their own performance is evaluated and developed
- 3.5 analyse the contribution they can make to the evaluation and development of their performance

Delivery and assessment

Learners could summarise how the objectives within their job role contribute to the organisation's aims and objectives. Learners could consider how efficiency, customer satisfaction, staff retention and motivation can be improved by managing staff performance. Contribution levels can be evaluated through personal development reviews, appraisals, observation, monitoring, shadowing and one to ones.

Types of evidence

Evidence could include:

- learner report
- notes from interviews with organisation employees
- annotated copies of organisation's performance review documentation.

Unit 03 Understanding the employing organisation (R/600/1764) (cont'd)**Learning outcome 4**

The learner will:

- 4 understand the opportunities for entry, professional development and progression within their organisation

The learner can:

- 4.1 explain the importance of continuing professional development
 4.2 evaluate the organisation's processes for recruitment
 4.3 evaluate the organisation's processes for induction
 4.4 evaluate the organisation's processes for training and development
 4.5 evaluate the opportunities and requirements for career progression for staff within their organisation

Delivery and assessment

Learners could review how an organisation within the relevant sub-sector values the importance of continuous professional development (CPD) in developing efficiency, customer satisfaction, staff morale and retention.

Provide opportunities to review an organisation's policies and procedures, covering recruitment, equality and diversity, induction, advertising, recruitment and selection. Professional development and training processes (internal and external), gaining qualifications, secondments, monitoring, work shadowing and mentoring. Research career progression, opportunities and requirements (eg qualifications, technical skills, personal qualities and experience).

Types of evidence

Evidence could include:

- learner report
- flow charts
- annotated notes from Internet research and organisation policies.

Section 3

Assessment and quality assurance

Assessment and quality assurance

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The NCFE Level 3 Award in Employment Awareness in Active Leisure and Learning is internally assessed and externally quality assured.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

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. Examples of suitable evidence for the portfolio for each unit are provided in Section 2 (page 13).

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.

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' on the NCFE website.

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 the NCFE website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE 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).

We have set out an example used for a performance:

Test High School

Recorded evidence: starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.

Venue: School hall

Audience: Assessors, parents and friends

Band 1:

Lead singer – Joe Bloggs (brown hair, front of stage)

Drummer – Tom Smith

Guitar 1 – Dan Brown (blonde hair, blue jumper)

Guitar 2 – Mark Jones (brown hair, left hand side)

Performance of XXX:

Lead male – John Smith

Lead female – Ann Jones

Choir:

Kay Bell (brown hair, back row 3rd from left)

Jane Pattison (blonde hair, back row 5th from left)

Michael Davies (brown hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

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. See the guidance on sampling on the NCFE website.

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 4

Glossary of terms

Explanation of terms

This table explains how the terms used at Level 3 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Analyse	Break the subject down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequence or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of compare where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Demonstrate	Show an understanding by describing, explaining or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea which....)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.

Draw conclusions (which....)	Make a final decision or judgment based on reasons.
Estimate	Form an approximate opinion or judgment using previous knowledge or considering other information.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes which might be outside the norm.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Plan	Think about and organise information in a logical way using an appropriate format.
Perform	Carry out a task or process to meet the requirements of the question.
Provide	Identify and give relevant and detailed information in relation to the subject.
Review and revise	Look back over the subject and make corrections or changes.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Select	Make an informed choice for a specific purpose.

Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.

WITHDRAWN

Section 5

General information

General information

Equal opportunities

NCFE fully supports 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. NCFE aims 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 Diversity and Equality policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors 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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