



# Qualification specification

**NCFE Level 2 Award in Job Search and Interview  
Skills**

**QN: 600/1748/X**

**This qualification is now withdrawn.**

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## Summary of changes

This section summarises the changes to this qualification specification since the last version (Issue 7 August 2018).

This qualification specification has been transferred into the NCFE qualification specification template, from the old REED NCFE specification template. There has been no change to teaching content or delivery.

Issue	Publication Date	Summary of amendments
7.0	August 2018	Rebranded specification, updated hyperlinks
7.1	January 2020	Information regarding the wellbeing and safeguarding of learners added to Section 1.
7.2	June 2022	Updated to include English language assessment requirements. Amended to include updated registration information. Updated to include information about the mandatory support handbook.

# 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 2 Award in Job Search and Interview Skills (600/1748/X).

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 2 Award in Job Search and Interview Skills.

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**Things you need to know**

Qualification number (QN)	<b>600/1748/X</b>
Aim reference	6001748X
Total Qualification Time (TQT)	50
Guided Learning Hours (GLH)	30
Credit value	5
Level	2
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 600/1748/X.

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

This qualification is suitable for use within a Study Programme.

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### **Qualification purpose**

The purpose of the Level 2 Award in Job Search and Interview Skills is to give learners the skills to support progression into work. Learners will gain those skills by successfully completing the units required.

### **Qualification objectives**

The objectives of this qualification are to:

- provide learners with the skills needed to identify and apply for suitable jobs
  - equip learners with the skills needed to prepare for and conduct themselves in a job interview.
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## Achieving this qualification

To be awarded the Level 2 Award in Job Search and Interview Skills, learners are required to successfully complete 2 mandatory units.

### Mandatory units

Unit number	Unit title
Unit 01	Preparing to achieve own job goals (2 credits)
Unit 02	Promoting yourself and preparing for a job interview (3 credits)

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 the NCFE website for further information.

To achieve the Level 2 Award in Job Search and Interview Skills, 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 partial certificate can be requested for learners who don't achieve their full qualification but 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.
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## 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.

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## Direct Claim Status

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

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## Entry guidance

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

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 1 qualification. This qualification is suitable for learners aged pre-16 and above.

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.

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## Progression opportunities

Learners who achieve this qualification could progress into sustained employment.

This qualification could be taken alongside a vocational qualification to help learners gain employment within their chosen vocational area.

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## 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 [register.ofqual.gov.uk](https://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.

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## Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the number 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 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 as or higher than the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

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## Support for centres

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.

## Customer Support team

Our award-winning Customer Support Team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. To contact your Customer Support Assistant, call 0191 239 8000 or email [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk).

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## 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.

## Useful websites

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

- [www.reed.co.uk](http://www.reed.co.uk)
- [www.apprenticeships.org.uk](http://www.apprenticeships.org.uk)
- [www.nomisweb.co.uk](http://www.nomisweb.co.uk)
- [www.totaljobs.com](http://www.totaljobs.com)
- [www.pertemps.co.uk](http://www.pertemps.co.uk)
- [www.bis.gov.uk](http://www.bis.gov.uk)
- [www.fish4.co.uk](http://www.fish4.co.uk)

## 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.

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## Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

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.

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# 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.

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**Unit 01 Preparing to achieve own job goals (H/503/1566)**

<b>Unit summary</b>	This unit helps learners to identify the skills and qualities needed to achieve their job goals. Learners will identify their own skills and qualities applicable to the workplace and identify job goals that are relevant to them.
<b>Credit value</b>	2
<b>Guided learning hours</b>	10
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

**Learning outcome 1**

The learner will:

- 1 Understand how to identify achievable job goals

The learner can:

- 1.1 Describe the benefits of being in work against not being in work
- 1.2 Describe the following job types:
  - a) survival
  - b) career entry
  - c) transitional
  - d) dream job
- 1.3 Identify realistic job goals within own local area
- 1.4 Identify a potential short-term and long-term job goal

**Learning outcome 2**

The learner will:

- 2 Understand the key qualities required for employment from an employer perspective

The learner can:

- 2.1 Describe what qualities are attractive to employers
- 2.2 Identify what qualities they already have and those to be developed to achieve own job goals
- 2.3 Describe why honesty, trustworthiness, commitment and adaptability are key qualities in a potential employee
- 2.4 Describe how to show honesty, trustworthiness, commitment and adaptability in own behaviour
- 2.5 Describe how own personal attitudes and values could positively and/or negatively affect own employability



**Unit 01 Preparing to achieve own job goals (H/503/1566) (cont'd)****Learning outcome 3**

The learner will:

- 3 Be able to identify own employability skills

The learner can:

- 3.1 Identify skills relevant to the workplace
- 3.2 Describe why these skills are important
- 3.3 Identify own skills and how these have been developed
- 3.4 Identify skills to be developed to help achieve own job goals
- 3.5 State which of these skills could be transferable to the workplace

**Delivery and assessment**

- 1.1 A case study could be used to generate and support a group discussion about the benefits. If appropriate, the learner could consider their own situation.
- 1.2 The learner should know about all 4 job types. A case study or group discussion could be used to support the learner to describe each job type.
- 1.3 This could be delivered from a personal or case study perspective, eg the learner could identify their own realistic job goals within their own area. This assessment criterion is about the learner being able to identify what is realistic within the area in which they live.  
The learner could consider the differences in opportunities in rural local areas or urban local areas. The learner could consider different types of contract whilst identifying realistic job goals, eg full-time, part-time, fixed-term or seasonal jobs. The learner could consider types of contract from their chosen vocational area.
- 1.4 The learner could determine what short-term and long-term job goals are based on their personal circumstances.
- 2.1–2.2 The learner could consider the key qualities required for employment from a local, national or international employer perspective.
- 2.3 If applicable, the learner could link the key qualities to the employer's values.
- 3.1–3.2 This could be delivered using the learner's own job goals.
- The Explanation of terms section (Section 4) explains how the terms used in the unit content are applied to this qualification.

**Unit 01 Preparing to achieve own job goals (H/503/1566) (cont'd)****Types of evidence**

Evidence could include:

- evidence of discussions (eg recording, witness statement)
- worksheet
- written evidence
- annotated printout
- poster
- personal action plan.

**Unit 02 Promoting yourself and preparing for a job interview (M/503/1568)**

<b>Unit summary</b>	This unit will give learners the knowledge of the different types of CV and skills needed to search for and apply for job vacancies and leads. Learners will also know how to prepare for an interview and will be able to conduct themselves in an interview situation and review their performance.
<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

**Learning outcome 1**

The learner will:

- 1 Know the different types of CV and cover letter used to apply for jobs

The learner can:

- 1.1 Describe the purpose of a CV and cover letter
- 1.2 Describe different types of CV
- 1.3 Describe the difference between a speculative and a non-speculative cover letter
- 1.4 Describe why it is important to tailor a CV and cover letter to a job or sector

**Learning outcome 2**

The learner will:

- 2 Understand where and how to search for jobs

The learner can:

- 2.1 Define the terms 'open job market' and 'hidden job market'
- 2.2 Identify where to look for job leads within open and hidden job markets
- 2.3 Define the terms 'networking' and 'cold calling'
- 2.4 Describe how networking and cold calling can be used to identify job leads

**Unit 02 Promoting yourself and preparing for a job interview (M/503/1568) (cont'd)****Learning outcome 3**

The learner will:

- 3 Be able to identify suitable job opportunities and apply for them

The learner can:

- 3.1 Compare job vacancies and leads to identify which to apply for
  - 3.2 Identify own skills, qualities and experience relevant to the job
  - 3.3 Create a CV using the type that best matches own skills, qualities and experience
  - 3.4 Produce a cover letter in response to a job advert
  - 3.5 Produce a speculative cover letter
  - 3.6 Complete a job application form relevant to own job goals
  - 3.7 Check format and accuracy of completed documents and amend if needed
- 

**Learning outcome 4**

The learner will:

- 4 Understand how to prepare for an interview

The learner can:

- 4.1 Describe the preparation needed in the run-up to an interview
  - 4.2 Describe why it is important to prepare for an interview
- 

**Learning outcome 5**

The learner will:

- 5 Be able to conduct self in an interview situation

The learner can:

- 5.1 Demonstrate in an interview situation appropriate:
    - a) punctuality
    - b) use of language
    - c) response to questions
    - d) use of questions
-

## **Unit 02 Promoting yourself and preparing for a job interview (M/503/1568) (cont'd)**

### **Learning outcome 6**

The learner will:

- 6 Be able to reflect on own performance following an interview situation

The learner can:

- 6.1 Review own performance following an interview situation
  - 6.2 Identify what went well and not so well
  - 6.3 Describe ways to improve own performance in the future
-

**Unit 02 Promoting yourself and preparing for a job interview (M/503/1568) (cont'd)****Delivery and assessment**

- 1.1 The learner could consider the purpose of a CV and cover letter from their own perspective and/or an employer's perspective.
- 1.2 The learner could consider different formats of CV, eg written, digital, video etc.
- 2.1–2.4 No assessment guidance.
- 3.1–3.7 This learning outcome could be delivered in response to a real job opportunity or a case study, if a real job opportunity isn't available.
- 3.1 Leads could refer to hidden opportunities, eg attending an employment event and learning of potential job opportunities, opportunities that occur after completing a work placement.
- 3.3 Types of CV could include written, digital, video, etc.
- 3.6 The learner could use a live job application form or a template provided.
- 3.7 When checking for accuracy, the learner could consider a spell check as well as checking the accuracy of the information included, eg contact details, dates etc.  
When considering the format of the CV, the learner could consider the number of pages the documents contain.  
The learner could use annotated documents to show how they completed the format and accuracy checks and made relevant amendments.
- 4.1 As part of the preparation, the learner could cover employer research, getting in the right frame of mind, getting to the interview, mock interviews, personal appearance.
- 5.1. a) The learner could take part in a mock interview in preparation for a real-life or potential job role.  
b) The learner's use of language could include verbal and non-verbal language (eg listening, eye contact, open gestures). It could also include using appropriate and professional words.  
c) The learner could consider the appropriateness of their response to a question (eg an example of how they demonstrated a particular skill and what they've learned from it).  
d) The use of questions should be appropriate and relevant to the job or employer.
- 6.1–6.3 The learner could reflect on own performance from a real-life interview or a mock interview situation.
- 6.2 The learner could consider feedback from peers and/or employer as well as own thoughts to identify what went well and not so well.
- 6.3 The learner could use a reflective diary/log with action points.
- The Explanation of terms section (Section 4) explains how the terms used in the unit content are applied to this qualification.

**Unit 02 Promoting yourself and preparing for a job interview (M/503/1568) (cont'd)****Types of evidence**

Evidence could include:

- written
- evidence of discussions (eg recording, witness statement)
- poster
- worksheet
- annotated printouts
- documents (eg CV, application form, cover letter)
- annotated documents (eg CV, application form, cover letter)
- role play
- record of observation (eg mock interview)
- reflective diary/log
- feedback sheets.

# 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 Level 2 Award in Job Search and Interview Skills is internally assessed and externally quality assured.

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.

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### 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 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 its 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 document Internal assessment writing and delivery: Guide for centres on our website.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are 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 website in the document Internal assessment writing and delivery: Guide for centres.

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## Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website in the document Internal assessment writing and delivery: Guide for centres.

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## 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 learners' 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.

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## **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.

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### **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

## Explanation of terms

**Explanation of terms**

<b>Apply</b>	Link existing knowledge to new or different situations.
<b>Assess</b>	Consider information in order to make decisions.
<b>Classify</b>	Organise according to specific criteria.
<b>Compare</b>	Examine the subjects in detail looking at similarities and differences.
<b>Define</b>	State the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject or how to apply skills in a practical situation.
<b>Describe</b>	Write about the subject giving detailed information.
<b>Differentiate</b>	Give the differences between two or more things.
<b>Discuss</b>	Write an account giving more than one view or opinion.
<b>Distinguish</b>	Show or recognise the difference between items/ideas/information.
<b>Estimate</b>	Give an approximate decision or opinion using previous knowledge.
<b>Explain</b>	Provide details about the subject with reasons showing how or why. Some responses could include examples.
<b>Give (positive and negative points....)</b>	Provide information showing the advantages and disadvantages of the subject.
<b>Identify</b>	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking.)
<b>Illustrate</b>	Give clear information using written examples, pictures or diagrams.
<b>List</b>	Make a list of key words, sentences or comments that focus on the subject.
<b>Plan</b>	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
<b>Perform</b>	Do something (take an action/follow an instruction) which the question or task asks or requires.
<b>Provide</b>	Give relevant information about a subject.

<b>Reflect</b>	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
<b>Select</b>	Choose for a specific purpose.
<b>Show</b>	Supply sufficient evidence to demonstrate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences.
<b>Use</b>	Take or apply an item, resource or piece of information as asked in the question or task.

# 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 NCFE's 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. 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.

## Contact us

NCFE  
Q6  
Quorum Park  
Benton Lane  
Newcastle upon Tyne  
NE12 8BT

Tel: 0191 239 8000\*

Fax: 0191 239 8001

Email: [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk)

Website: [www.ncfe.org.uk](http://www.ncfe.org.uk)

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***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***