

Internal assessment sample tasks

**NCFE Level 3 Introductory Certificate for Entry to the
Uniformed Services**
QN: 601/8790/6

**NCFE Level 3 Certificate for Entry to the Uniformed
Services**
QN: 601/8791/8

**NCFE Level 3 Diploma for Entry to the Uniformed
Services**
QN: 601/8792/X

**NCFE Level 3 Diploma for Entry to the Uniformed
Services**
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**NCFE Level 3 Extended Diploma for Entry to the
Uniformed Services**
QN: 601/8794/3

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Introduction

NCFE has created a set of sample tasks which you can contextualise to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes for the unit and provide opportunities for stretch and challenge.

To allow you the freedom to apply local or topical themes appropriate to your learners, we've left the subject of the tasks open for you to design for each unit. You should plan the subject and apply the brief to the tasks in a way that suits your learners and relates to local need.

If you choose to create your own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the candidate's own work can be clearly judged
- permit effective discrimination between learners operating at different levels

NCFE has provided guidance to help you create valid and reliable internal assessment tasks. For further information please see *Internal assessment tasks: guidance for centres* on the NCFE website.

Grading descriptors have been written for each learning outcome/assessment criterion within a unit. Assessors must be confident that, as a minimum, all learning outcomes have been evidenced and met by the candidate. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit as a whole.

The grading descriptors for each unit can be found in Section 2 of the qualification specification. Assessors should also refer to the grading criteria glossary of terms which can be found in Section 5 of the qualification specification. More information about internal assessment can be found in our qualification specification in Section 3.

Supervision of learners

Teachers/Tutors are expected to supervise and guide learners when carrying out work that is internally assessed.

Teachers/Tutors should supervise the work carried out by learners to:

- monitor their progress
- prevent plagiarism
- ensure that any practical work is undertaken safely and in accordance with health and safety requirements
- ensure that the work completed is in accordance with the qualification specification and is suitable for internal assessment

Any work submitted for assessment 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.

Supporting learners

Teachers/Assessors are also responsible for supporting learners through the assessment process to ensure that they are able to create and redraft/revise work independently.

Teachers/Assessors may:

- help the learner to understand the concept of work-related work, applied learning and vocational qualifications
- help the learner to understand the performance expectations for each of the grades (both within and between units) and how their work will be assessed
- help the learner to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
- motivate the learner to work consistently through the programme, including helping them work to deadlines
- encourage the learner to take the initiative in making improvements to their work but stop short of telling them the detail of the improvements to make
- provide reference material however, model or worked answers should not be copied by the learner

Unit 04 Equality, Diversity and Inclusion (K/507/4057)**Internal assessment task****Task 1 (LO1) Understand the meaning of equality, diversity and inclusion**

1. You must carry out independent research to define the meaning of the words equality, diversity and inclusion and provide evidenced examples from case studies of inequality and unlawful discrimination. You will review your research and provide conclusions as to why equality, diversity and inclusion play a very important role in a modern and progressive United Kingdom and in particular military and non-military services.

2. You must examine your independent research considering the points outlined below. Provide conclusions with regards to the importance of diversity and inclusion in military and non-military Uniformed Services.

You must:

- outline how to move from diversity to inclusion
- provide examples of inclusion within society including the UK military and nonmilitary services
- provide examples of social exclusion including the UK military and non-military services
- explain what the benefits are of inclusion to communities including UK military and non-military services

In providing the information above, you should also consider the following aspects when providing an appropriate response, including:

- interests
- beliefs
- age
- lifestyles
- personal characteristics
- cultural identities

Evidence must include:

- a definition of Equality and a description of the following sub terms:
 - stereotyping
 - prejudice
 - labelling
 - protected characteristics
 - equal opportunity
 - positive action
 - discrimination
 - discrimination by association.
- a definition of Diversity that exists in society, in terms of:
 - interests

- beliefs
- age
- lifestyles
- personal characteristics - cultural identities.
- a definition of Inclusion, considering areas such as: - how to move from diversity to inclusion
 - providing examples of inclusion within society
 - providing examples of social exclusion
 - what the benefits of inclusion are to communities.
- examples of inequality and unlawful discrimination
- conclusions based upon research data
- a description of the importance of the role Equality, Diversity and Inclusion play in Military and Non Military Services

Evidence could include:

- references to case studies
- references to research data
- authenticated statistics
- presentation

Tutor Guidance:

Internet research is preferable but in order to accurately assess this should be individually undertaken.

Tutors may consider using appropriate scenarios to assist in meeting this brief.

Evidence can be obtained from the internet. A recommended site is the Equality and Human Rights Commission; <https://www.equalityhumanrights.com>.

Where examples are used from case studies, research data or web pages, they must be appropriately referenced acknowledging the original author.

Assessment Guidance:

Although there are two clear aspects to this task, these should be assessed as 1 piece of work for the purposes of grading.

Grading descriptors
Pass: Makes <u>reasoned conclusions</u> based upon appropriate information.
Merit: Makes <u>reasoned and balanced conclusions based upon appropriate information</u> .
Distinction: Makes <u>well-reasoned</u> and balance conclusions <u>which inform future developments</u> .

Task 2 (LO2) Understand Radicalisation, British Values and Standards

1. You must carry out research to establish an understanding of the values of tolerance, democracy and rule of law practiced in the UK together with the mutual respect and liberty granted to everyone.
2. You must also research the terms radicalisation, extremism and terrorism, and provide in your own words an explanation of the differences, which exist between each.

Based upon this research you must explain the impact that radicalisation, extremism and terrorism could have on those values held within the United Kingdom, including UK Military and Non Military Services in terms of tolerance, rule of law, democracy and individual liberty in the UK. You must support any points made by providing appropriate examples.

Evidence must include:

- a written report or presentation of the accepted UK values listed below with clear reference to the Military and Non Military Services:
 - tolerance
 - democracy
 - rule of law
 - mutual respect
 - individual liberty.
- written definitions or a presentation describing the terms:
 - radicalisation - extremism - terrorism.

Evidence could include:

- references to case studies
- references to research data
- authenticated statistics
- collages
- photographs

Assessment Guidance:

Although there are two clear aspects to this task, these should be assessed as 1 piece of work for the purposes of grading.

Grading descriptors
Pass: Supports <u>all</u> points with <u>some</u> sophisticated examples.
Merit: Supports <u>all</u> points with sophisticated examples <u>and some</u> appropriate comparisons.
Distinction: Supports <u>all</u> points with sophisticated examples <u>and</u> appropriate comparisons.

Task 3 (LO3) Consider the impact of radicalisation, extremism and terrorism

1. Based upon your knowledge, understanding and research data accumulated during Learning Outcomes 1 and 2 you must carry out an evaluation of the impact that radicalisation, extremism and terrorism has had or can have on the equality, diversity and inclusivity of a growing multi-cultural United Kingdom. You must provide examples to support conclusions.
2. You must also evaluate the impact that radicalisation, extremism and terrorism can have in respect to the British values of tolerance, respect and community cohesion.

Evidence must include:

a clear methodology of how the evaluations were carried out and a written report or presentation. This must outline findings together with reasoned and balanced conclusions.

Evidence could include:

- references to case studies
- references to research data
- references to authenticated statistics
- graphs or charts

Tutor Guidance:

Where examples are used from case studies, research data or web pages, they must be appropriately referenced acknowledging the original author.

Assessment Guidance

Although there are two clear aspects to this task, these should be assessed as 1 piece of work for the purposes of grading.

Grading descriptors

Pass: Makes reasoned conclusions based on appropriate information.

Merit: Makes reasoned and balanced conclusions based on the information.

Distinction: Makes well-reasoned and balanced conclusions which inform future developments.

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