



# **Qualification specification**

**NCFE Level 1 Award in Interpersonal Skills  
QN: 603/3307/8**

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## Summary of changes

This document summarises the changes to this qualification specification.

Version	Publication date	Summary of amendments
v1.1	January 2020	Information regarding the <a href="#">wellbeing and safeguarding</a> of learners added to Section 1 (page 13).
v1.2	June 2022	<p>Further information added to the <a href="#">achieving this qualification</a> section to confirm that 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.</p> <p>Information added to the <a href="#">entry guidance</a> section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the <a href="#">support for centres section</a> about how to access support handbooks.</p>

# 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 1 Award in Interpersonal Skills (603/3307/8).

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 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.

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**Things you need to know**

Qualification number (QN)	<b>603/3307/8</b>
Aim reference	60333078
Total Qualification Time (TQT)	45
Guided Learning Hours (GLH)	45
Level	1
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.

## About this qualification

This is a regulated qualification. The regulated number for this qualification is 603/3307/8.

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

This qualification is designed to introduce learners to interpersonal skills for use in work, learning or personal situations. It will give learners an understanding of a range of interpersonal skills, how they're used and how these skills can help them to work effectively with others. The qualification will increase learners' self-awareness to aid their personal development.

This qualification will:

- develop learners' personal and social skills to aid relationship building
- allow learners to operate independently and effectively in life, learning and work.

## Qualification objectives

The objectives of this qualification are to:

- introduce interpersonal skills for use in work or personal relationships
  - raise awareness of how interpersonal skills are used and how they can enhance relationships
  - give an understanding of the ethical use of interpersonal skills
  - increase self-awareness and aid personal development
  - show an understanding of and develop interpersonal skills.
-



## Achieving this qualification

To be awarded the NCFE Level 1 Award in Interpersonal Skills (603/33047/8), learners are required to successfully complete 3 mandatory units.

### Mandatory units

Unit number	Unit title
Unit 01	Understanding the use of interpersonal skills
Unit 02	Demonstrating interpersonal skills
Unit 03	Understanding assertiveness and self-esteem

The learning outcomes for each unit are provided in Section 2.

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

To achieve this qualification, 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.

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.

### 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.

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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.

## 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

This qualification is designed for learners who want to progress towards an occupation where effective interpersonal skills are a core requirement.

The increased self-awareness resulting from the training for this qualification also enables relationship building in a more general sense, for example with others in the learning environment.

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.

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

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## Progression opportunities

Learners who achieve this qualification could progress to a number of NCFE Level 2 qualifications in areas where interpersonal skills are of importance.

It may also be useful to learners studying qualifications in the following sectors:

- health and social care
- counselling
- customer service
- community work
- youth work
- childcare
- education.

## 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 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.

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## Support for learners

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

The LETL can help learners keep track of their work. This 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.

### Support for centres

There are a number of documents on the NCFE website that centres might find useful.

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. You can contact Customer Support on 0191 239 8000 or email [service@ncfe.org.uk](mailto:service@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.

### 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
- 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 information (including types of evidence for internal assessment/assessment guidance).

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 Understanding the use of interpersonal skills (T/617/0899)**

<b>Unit summary</b>	In this unit learners will develop an understanding of a range of interpersonal skills and qualities. They will understand when to use different interpersonal skills. Finally, they will understand the importance of ethics, values and beliefs when using interpersonal skills.
<b>Guided learning hours</b>	20
<b>Level</b>	1
<b>Mandatory/optional</b>	Mandatory

**Learning outcome 1**

The learner will:

- 1 Understand a range of interpersonal skills and qualities

The learner can:

- 1.1 Identify appropriate interpersonal skills
- 1.2 Describe how the qualities of empathy, respect and genuineness are used to build a positive relationship

**Learning outcome 2**

The learner will:

- 2 Understand when to use different interpersonal skills

The learner can:

- 2.1 Describe when different verbal interpersonal skills can be used
- 2.2 Describe when different non-verbal interpersonal skills can be used
- 2.3 Give examples of when they have personally used verbal and non-verbal interpersonal skills

**Learning outcome 3**

The learner will:

- 3 Understand the importance of ethics, values and beliefs when using interpersonal skills

The learner can:

- 3.1 Give an example of a boundary that needs to be set in a given situation
- 3.2 Give an example of when a value, belief or behaviour might have an effect on a given situation
- 3.3 Give a reason why it is important to maintain confidentiality in discussions
- 3.4 Give an example of how to ensure confidentiality in a discussion
- 3.5 Give an example of when confidentiality might need to be broken



**Unit 01 Understanding the use of interpersonal skills (T/617/0899) (cont'd)****Delivery and assessment**

Interpersonal skills include, for example:

- listening
- observing
- verbal and non-verbal communication
- appropriate questioning
- giving information
- putting across a point of view or opinion, clearly and appropriately
- respecting others' opinions and views
- timing of responses
- using feedback skills appropriately
- reflecting
- paraphrasing
- summarising
- clarification
- avoiding blocks to listening
- making best use of the physical environment
- giving an invitation to talk
- explaining boundaries
- ending the interaction.

AC 1.1 – the learner must be able to identify at least 2 interpersonal skills. The learner could consider both verbal and non-verbal interpersonal skills. The situation would be identified in the first instance by the Tutor and should be appropriate for learners working at this level. The learner could provide examples to show how the interpersonal skills can be used.

AC 1.2 – the learner must be able to provide a short description. The learner could describe respect with regards to peers in addition to those in senior positions.

Non-verbal interpersonal skills include, for example:

- active listening
- observing
- mirroring
- eye contact
- positive body language
- appearance
- head movement
- posture
- gestures
- facial expression.

AC 2.1–2.2 – the learner could describe how verbal and non-verbal interpersonal skills can be used to help them in everyday situations. The learner could use the interpersonal skills identified in AC1.1 to answer AC 2.1 and 2.2.

AC 2.3 – the learner must give at least 2 examples of when they have personally used verbal interpersonal skills and at least 2 examples of when they have personally used non-verbal interpersonal skills. The Tutor can encourage a discussion about when the learner may have had personal experience of being in a situation where they used verbal and/or non-verbal interpersonal skills.

AC 3.1 – an example of a boundary could be confidentiality, time keeping and one's own limitations in the context of a particular role. It could also be keeping to the boundaries of a particular role and seeking support, guidance and managerial input where appropriate. The given situation could be given by the Tutor or the learner could identify it themselves.

The Explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

#### **Types of evidence**

Evidence could include:

- oral/written questioning
- group discussion
- case study
- role play
- written
- poster.

**Unit 02 Demonstrating interpersonal skills (D/617/0900)**

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<b>Unit summary</b>	In this unit the learner will be required to apply their interpersonal skills in a given situation with another individual. They will also need to carry out a review of their skills and identify and plan for how to improve their interpersonal skills.
<b>Guided learning hours</b>	15
<b>Level</b>	1
<b>Mandatory/optional</b>	Mandatory

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**Learning outcome 1**

The learner will:

- 1 Be able to use a range of interpersonal skills

The learner can:

- 1.1 Demonstrate how to make a positive first impression
  - 1.2 Demonstrate how to begin and end an interaction appropriately
  - 1.3 Demonstrate the use of 2 verbal and 1 non-verbal interpersonal skills in an interaction
- 

**Learning outcome 2**

The learner will:

- 2 Be able to review own interpersonal skills

The learner can:

- 2.1 Identify a strength and an area for development in their own use of interpersonal skills
  - 2.2 Identify where to get support to develop own use of interpersonal skills
  - 2.3 Outline a plan for the development of own interpersonal skills
-

**Unit 02 Demonstrating interpersonal skills (D/617/0900) (cont'd)****Delivery and assessment**

A positive first impression could include the following types of communication:

- face to face
- written
- over telephone
- web media.

AC 1.1-1.3 – the learner could demonstrate using a real life situation or a case study provided by the Tutor. The Tutor could provide the case study before the observed role play to help the learner practise using interpersonal skills.

AC 1.2 – the learner must be able to show that they can begin and end the interaction appropriately, for example:

- starting off the interaction
- using communication skills to keep the interaction going
- drawing the interaction to a close.

AC 1.3 – the learner must be able to demonstrate the use of at least 2 verbal and at least 1 non-verbal interpersonal skills.

AC 2.1-2.2 – after the interaction, the learner must carry out a review of their skills. This must include self reflection by the learner. This review can be done face to face with the Tutor or through a written account if this is appropriate.

AC 2.1 – the learner must be able to identify one strength and one area for development from their interaction. The Tutor must support the learner appropriately through feedback on their interaction.

AC 2.2 – the learner must be aware of the types of support available and be able to identify at least one source of support they could use. This could include informal support, such as feedback from Tutors or peers, or formal training courses as appropriate.

AC 2.3 – the learner must be able to provide an outline of a simple plan for their development to include an indication of the types of activities they wish to undertake to develop their skill, and a likely timescale. The Tutor may wish to provide support to the learner in identifying the types of activities and the timescales. The plan could be outlined verbally to the Tutor if this is appropriate, and recorded by the Tutor as part of a discussion.

The Explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

**Types of evidence**

Evidence could include:

- observation/witness statement
- learner report
- record of oral/written questioning
- personal development plan
- role play.

**Unit 03 Understanding assertiveness and self-esteem (H/617/0901)**

<b>Unit summary</b>	In this unit learners will develop an understanding of the characteristics of assertiveness. They'll gain an understanding of how to be assertive and look at situations where this behaviour could be used. Finally, learners will understand self-esteem and the factors that influence self-esteem and behaviour.
<b>Guided learning hours</b>	10
<b>Level</b>	1
<b>Mandatory/optional</b>	Mandatory

**Learning outcome 1**

The learner will:

- 1 Understand assertiveness

The learner can:

- 1.1 Explain assertiveness
- 1.2 Describe the terms:
  - passive
  - aggressive.
- 1.3 Identify the impact of being:
  - assertive
  - passive
  - aggressive.
- 1.4 Describe how their behaviour changes in different contexts

**Learning outcome 2**

The learner will:

- 2 Understand how to be assertive

The learner can:

- 2.1 Identify situations where assertive behaviour could be used
- 2.2 Outline how to be assertive
- 2.3 Demonstrate assertive behaviour in different contexts

### **Learning outcome 3**

The learner will:

3 Understand about self-esteem

The learner can:

- 3.1 Identify factors which can influence self-esteem
  - 3.2 Outline how these factors influence self-esteem and behaviour
  - 3.3 Describe how the development of own qualities and strengths can support the development of self-esteem
-

**Unit 03 Understanding assertiveness and self-esteem (H/617/0901) (cont'd)****Delivery and assessment**

AC 1.1-1.2 – learners could outline the characteristics of each.

AC 1.4 – the Tutor could provide 2 case studies and the learner must describe if they think their behaviour would be assertive, aggressive or passive.

AC 2.3 – the Tutor could provide case studies for the learner to demonstrate assertive behaviour. Evidence for this assessment criteria could include observation of role plays, based on the case studies, with witness statements produced by the Tutor.

AC 3.1 – the learner must identify at least 2 factors. The factors could be situational, societal or personal.

AC 3.3 – the Tutor could consider the impact increased self-esteem has on assertiveness.

The Explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

**Types of evidence**

Evidence could include:

- written
- observation/witness testimony
- group discussion.



# 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 1 Award in Interpersonal Skills (603/3307/8) is internally assessed and externally quality assured.

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## Internal assessment

NCFE has created some sample tasks for the internally assessed units. You can contextualise these tasks 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 each unit and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Quality Assurance team on 0191 239 8000.

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. 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.

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 NCFE website.
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### **Supervision of learners and your role as an Assessor**

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

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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.

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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 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.

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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.

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# Section 4

## Explanation of terms

## Explanation of terms

This table explains how the terms used at Level 1 in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Define</b>	Give the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject.
<b>Describe</b>	Provide details about the subject or item.
<b>Explain</b>	Provide details about the subject with reasons showing how or why.
<b>Give (examples of...)</b>	Provide relevant examples to support the subject.
<b>Identify</b>	List or name the main points.
<b>Indicate</b>	Point out or show using words, illustrations or diagrams.
<b>List</b>	Make a list of words, sentences or comments.
<b>Locate</b>	Find or identify.
<b>Outline</b>	Identify or describe the main points.
<b>Plan</b>	Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration.
<b>Show</b>	Give information that includes clear knowledge about the subject.
<b>State</b>	Give the main points in brief, clear sentences.
<b>Use</b>	Take an item, resource or piece of information and link to 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 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 visit the NCFE website.

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## Contact us

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