

Qualification specification

**NCFE Level 1 Award in Investigating Enterprise
Skills
QN: 601/4145/1**

**NCFE Level 1 Award in Developing Enterprise
Skills
QN: 601/4143/8**

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Summary of changes

This section summarises the changes to this qualification specification since the last version (version 3.2 June 2022). Please check the qualification page on our website for the most recent version.

Version	Publication date	Summary of amendments
V3.1	January 2020	Information regarding the wellbeing and safeguarding of learners added to Section 1
V3.2	June 2022	Information regarding entry requirements added to Section 1 Information regarding support handbook added to Section 1 Information regarding assessment in English added to Section 2
V3.3	August 2022	Slight change to wording of unit description for Unit 02

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 these qualifications and should be used by everyone involved in the planning, delivery and assessment of the Level 1 Award in Investigating Enterprise Skills and NCFE Level 1 Award in Developing Enterprise Skills.

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

To ensure that you are 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 these qualifications 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 1 Award in Investigating Enterprise Skills and NCFE Level 1 Award in Developing Enterprise Skills.

About this qualification

These are regulated qualifications. The regulated numbers for these qualifications are 601/4145/1 and 601/4143/8.

These qualifications provide learners with an introduction to the main principles of enterprise. Learners will investigate their own enterprise skills and those of others, highlighting strengths and using these in their work, and identifying how areas for development can be improved. They'll also start to understand the importance of planning a project and will work with others to complete an enterprise activity.

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

These qualifications are part of Foundation Learning. For more information please visit the NCFE website.

Things you need to know

NCFE Level 1 Award in Investigating Enterprise Skills

- Qualification number (QN): 601/4145/1
- Aim reference: 60141451
- Total qualification time (TQT): 20
- Guided learning hours (GLH): 15
- Credit value: 2
- Level: 1
- Assessment requirements: internally assessed and externally moderated portfolio of evidence

NCFE Level 1 Award in Developing Enterprise Skills

- Qualification number (QN): 601/4143/8
 - Aim reference: 60141438
 - Total qualification time: 90
 - Guided learning hours (GLH): 75
 - Credit value: 9
 - Level: 1
 - Assessment requirements: internally assessed and externally moderated 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.

Aims and objectives of these qualifications

These qualifications aim to:

- help learners investigate the skills and characteristics of enterprising individuals
- help learners to perform a personal skills audit on the enterprise skills they use in their everyday life
- help learners to identify areas for personal development.

The objectives of these qualifications are to help learners to:

- develop an awareness of their own enterprise skills as well as those of others
- utilise their enterprise skills in an enterprising activity
- become more enterprising within education, life and work.

Entry guidance

These qualifications are suitable for learners aged pre-16 and above and are designed for learners who want or need an introduction to enterprise skills.

There are no specific recommended prior learning requirements for these qualifications. However, learners may find it helpful if they've already achieved an Entry Level 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 these qualifications are appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy, and health and safety aspects of these qualifications. Learners registered on these qualifications shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Achieving these qualifications

To be awarded the Level 1 Award in Investigating Enterprise Skills, learners are required to successfully complete **one** mandatory unit.

- Unit 01 Understand enterprise skills (2 credits)

To be awarded the Level 1 Award in Developing Enterprise Skills, learners are required to successfully complete **2** mandatory units.

- Unit 01 Understand enterprise skills (2 credits)
- Unit 02 Demonstrate enterprise skills (7 credits)

The learning outcomes and assessment criteria for each unit are provided in Section 3 (page 17).

To achieve the Level 1 Award in Investigating Enterprise Skills or the Level 1 Award in Developing Enterprise Skills, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

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

Progression opportunities

Learners who achieve these qualifications could progress to:

- Level 2 Diploma in Skills for Business: Enterprise
- Level 2 Award in Investigating Enterprise Skills
- Level 2 Certificate in Developing Enterprise Skills
- Level 2 Award/Certificate in Employability Skills
- Level 2 Diploma in Business Administration

Learners can progress from the Level 1 Award in Investigating Enterprise Skills to the Level 1 Award in Developing Enterprise Skills, but centres must carefully consider which qualification they want to register the learner onto, as the registration fee will be applied for both qualifications.

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.

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 <https://register.ofqual.gov.uk> 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 these qualification/s 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.

Resource requirements

There are no specific resource requirements for these qualifications.

The resources and materials used in the delivery of these qualifications 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.

Support for centres

Support handbook

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

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

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at our customers, including learners, using 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 Moderators. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Links to National Skills Standards

For these qualifications we've highlighted where learning opportunities for the Functional Skills qualifications may be found.

These qualifications can be used to develop learners':

- English skills

Section 4 (page 26) shows how the units of these qualifications relate to the skills above.

If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.

These qualifications have also been mapped to the Personal, Learning and Thinking Skills (PLTS) framework. The framework describes the qualities and skills needed for success in learning and life. The PLTS framework was developed over a number of years in consultation with employers, parents, schools, students and the wider public. For more detailed mapping please see Section 4 (page 26).

Section 2

Assessment and moderation

Assessment and moderation

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 1 Award in Investigating Enterprise Skills and Level 1 Award in Developing Enterprise Skills are internally assessed.

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 which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit. On completion of each unit learners must declare that the work produced is their own. The Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 3 (page 17).

The main pieces of evidence for the portfolio could include (in no particular order):

- Assessor observation – completed observational checklists and related action plans
- witness testimony
- learner's proof of work
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- learner and peer reports
- Recognition of Prior Learning (RPL).

Evidence may be drawn from actual or simulated situations, where appropriate.

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 these qualifications. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that learners have achieved all learning outcomes and assessment criteria related to the unit being assessed, prior to deciding if learners have been successful. Assessors are also responsible for supporting learners through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

Moderation

Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately.

We do this through:

- internal moderation – which you carry out
- external moderation – which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

The Internal Moderator provides the vital link between the Assessors and the External Moderator and acts as the centre's quality assurance agent.

If you'd like to know more about the responsibilities of Assessors and Internal and External Moderators please refer to our Centre Support Guide.

Section 3

Structure and content

Structure and content

This section provides details of the structure and content of these qualifications.

The unit summary provides an overview of each unit including:

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

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

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)

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

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

Unit summaries

Unit 01 Understand enterprise skills (A/506/6310)

In this unit learners will demonstrate the skills and qualities of enterprising people and entrepreneurs. The learners will investigate local enterprising individuals and demonstrate enterprise skills and qualities.

Guided learning hours: 15

Credit value: 2

Level: 1

This unit is **mandatory** for both Level 1 Award in Investigating Enterprise Skills and Level 1 Award in Developing Enterprise Skills.

Unit 02 Demonstrate enterprise skills (F/506/6311)

In this unit learners will plan and take part in an enterprise activity. They will review the enterprise activity including their own contribution.

Guided learning hours: 60

Credit value: 7

Level: 1

This unit is **mandatory** for Level 1 Award in Developing Enterprise Skills.

Unit 01 Understand enterprise skills (A/506/6310)

The learner will:

- 1 Understand the skills and qualities of enterprising people and entrepreneurs

The learner can:

- 1.1 Define the term 'enterprise'
 - 1.2 Define the term 'entrepreneur'
 - 1.3 Outline the key skills and qualities of enterprising people and entrepreneurs
-

The learner will:

- 2 Be able to investigate local enterprising individuals

The learner can:

- 2.1 Identify an enterprising person in the local area
 - 2.2 Describe what the enterprising person does
 - 2.3 Identify an entrepreneur in the local area
 - 2.4 Describe what the entrepreneur does
 - 2.5 List the enterprise skills and qualities of these people
-

The learner will:

- 3 Be able to demonstrate enterprise skills and qualities

The learner can:

- 3.1 Carry out an audit of own enterprise skills and qualities
 - 3.2 Identify the enterprise skills and qualities of peers
 - 3.3 Outline situations when they have used their own enterprise skills in the past
 - 3.4 Identify own enterprise skills and qualities to be improved or developed
 - 3.5 Give examples of how these improvements or developments could be made
-

Unit 01 Understand enterprise skills (A/506/6310) (cont'd)

Assessment guidance

Type of evidence: professional discussion

Assessment criteria: all

Additional information: learners could undertake a series of structured, planned and in-depth discussions with Assessors showing an understanding of enterprise skills, and how they've used their own enterprising skills in the past.

Discussions should be recorded by audio or video means with Assessor feedback included.

Type of evidence: learner report/written document

Assessment criteria: all

Additional information: learners could produce one or more short reports to meet the assessment criteria.

Evidence such as charts, tables and annotated photographs could be included to support each report and discussion.

Type of evidence: group or paired discussion

Assessment criteria: 1.3, 2.2, 2.4, 3.1–3.5

Additional information: learners could take part in a discussion with peers about enterprise, relevant to the assessment criteria being assessed.

Notes made during the activity could be presented as supporting evidence, and an Assessor witness statement should evidence the content of the discussion and clearly describe the individual's performance against each assessment criteria.

Alternatively the discussion(s) could be recorded by audio or video means with Assessor feedback included.

Unit 01 Understand enterprise skills (A/506/6310) (cont'd)

Type of evidence: written or oral questioning

Assessment criteria: 3.3–3.5

Additional information: learners could take part in a question and answer session with peers or an Assessor, answering questions on enterprise relating to the assessment criteria.

Where oral questioning is used, questions, learner responses and Assessor feedback should be included in the Assessor (or observer) witness testimony.

Alternatively oral questions and answers could be recorded by audio or video means with Assessor feedback included.

Type of evidence: presentation

Assessment criteria: 1.1–1.3, 2.1–2.5, 3.1, 3.3

Additional information: learners could give a presentation about enterprise and entrepreneurs and the skills and qualities around these. This could be recorded electronically or manually in paper, computer, audio or video files.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 02 Demonstrate enterprise skills (F/506/6311)

The learner will:

- 1 Be able to plan an enterprise activity

The learner can:

- 1.1 Outline an enterprise activity to complete
 - 1.2 Outline the objectives of the enterprising activity
 - 1.3 Agree roles, responsibilities and actions of different people involved in the activity based on their strengths
 - 1.4 Identify deadlines and dates for review
 - 1.5 Identify resources required to complete the enterprise activity
 - 1.6 Outline action to take if a problem occurs
-

The learner will:

- 2 Be able to take part in an enterprise activity

The learner can:

- 2.1 Complete own actions to the standard expected and within agreed timescales
 - 2.2 Update others on progress of the activity
 - 2.3 Confirm with others that own actions are complete and to the required standard
-

The learner will:

- 3 Be able to review the enterprise activity including own contribution

The learner can:

- 3.1 Outline the success of the enterprise activity in relation to original objectives
 - 3.2 Identify own enterprise skills and qualities used during the activity
 - 3.3 Outline how these skills and qualities were useful in the activity
 - 3.4 Identify areas for development in own enterprise skills
 - 3.5 Give examples of how identified areas for development could be improved
 - 3.6 Outline reasons for improving enterprise skills
-

Unit 02 Demonstrate enterprise skills (F/506/6311) (cont'd)

Assessment guidance

Type of evidence: written or oral questioning

Assessment criteria: all

Additional information: learners could be given written or oral questions relating to enterprise skills.

Where oral questioning is used, questions, learner responses and Assessor feedback should be included in the Assessor (or observer) witness testimony.

Alternatively oral questions and answers could be recorded by audio or video means with Assessor feedback included.

Type of evidence: learner report/written document

Assessment criteria: all

Additional information: Learners could produce one or more short reports to meet the assessment criteria.

Evidence such as charts, tables and annotated photographs could be included to support each report and discussion.

Type of evidence: professional discussion

Assessment criteria: 1.4, 1.5, 1.6, 2.2, 2.3, 3.1–3.6

Additional information: learners could undertake a series of structured, planned and in-depth discussions with Assessors showing an understanding of enterprise activity, skills, qualities and how to improve these.

These should be recorded by audio or video means with Assessor feedback included.

Unit 02 Demonstrate enterprise skills (F/506/6311) (cont'd)

Type of evidence: group or paired discussion

Assessment criteria: 1.3, 2.2, 2.3

Additional information: learners could take part in a discussion with peers about enterprise, relevant to the assessment criteria being assessed.

Notes made during the activity could be presented as supporting evidence, and an Assessor witness statement should evidence the content of the discussion and clearly describe the individual's performance against each assessment criteria.

Alternatively the discussion(s) could be recorded by audio or video means with Assessor feedback included.

Type of evidence: presentation

Assessment criteria: 1.1, 1.2, 1.4 – 1.6, 3.1, 3.6

Additional information: learners could deliver a presentation giving an overview of enterprising activity and improving skills. This could be recorded electronically or manually in paper, computer, audio or video files.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Section 4

Links to National Skills Standards

Links to National Skills Standards

We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing these qualifications could help prepare them for their Functional Skills assessments.

We've also highlighted which of the Personal Learning and Thinking Skills (PLTS) link into the units of these qualifications.

The mapping is only at the level of the unit.

English

All units

Mathematics

There are no specific opportunities to develop this skill

ICT

There are no specific opportunities to develop this skill

PLTS Independent Enquirers

There are no specific opportunities to develop this skill

PLTS Creative Thinkers

There are no specific opportunities to develop this skill

PLTS Reflective Learners

All units

PLTS Team Workers

All units

PLST Self-managers

All units

PLTS Effective Participators

All units

For further information please contact a member of the Research and Product Development team.

Section 5

Explanation of terms

Explanation of terms

Explanation of terms used at Level 1: (not all verbs are used in this qualification)

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

Section 6

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 moderation 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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