Qualification specification

NCFE Level 2 Award in Investigating Enterprise Skills
QN: 601/4144/X

NCFE Level 2 Certificate in Developing Enterprise Skills
QN: 601/4146/3

Contents

Summary of changes

This section summarises the changes to this qualification specification since the last version (Issue 3 October 2018). Please check the qualification page on our website for the most recent version.

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Version	Publication date	Summary of amendments
V3.1	January 2020	Information regarding the <u>wellbeing and safeguarding</u> of learners added to Section 1
V3.2	June 2022	Information regarding <u>entry requirements</u> added to Section 1 Information regarding <u>support handbooks</u> added to Section 1 Information regarding <u>assessment</u> in English added to Section 2

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 2 Award in Investigating Enterprise Skills and Level 2 Certificate 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 2 Award in Investigating Enterprise Skills or NCFE Level 2 Certificate in Developing Enterprise Skills.

About these qualifications

These are regulated qualifications. The regulated numbers for these qualifications are 601/4144/X and 601/4146/3.

The Level 2 Certificate in Developing Enterprise Skills consolidates learners' existing knowledge of enterprise, and allows them to take this one step further through the planning, participation and evaluation of a substantial enterprise project.

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

Things you need to know

NCFE Level 2 Award in Investigating Enterprise Skills

- Qualification number (QN): 601/4144/X
- Aim reference: 6014144X
- Total qualification time: 40
- Guided learning hours (GLH): 40
- Credit value: 4
- Level: 2
- Assessment requirements: internally assessed and externally moderated portfolio of evidence

NCFE Level 2 Certificate in Developing Enterprise Skills

- Qualification number (QN): 601/4146/3
- Aim reference: 60141463
- Total qualification time: 150
- Guided learning hours (GLH): 145
- Credit value: 15
- Level: 2
- 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 develop an awareness of their own enterprise skills and those of others in order to progress to higher level learning and eventual employment
- help learners evaluate their own skills, identify areas for improvement and create a plan for 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 a substantial enterprising activity
- become more enterprising within education, life and work.

Entry guidance

These qualifications are designed for learners who have some knowledge of enterprise, and would like to apply this to a full project activity. They're suitable for learners of all ages and within any context, and may be particularly applicable for use by adult learners within their potential or current employment.

There are no specific recommended prior learning requirements for these qualifications. However, learners may find it helpful if they've already achieved a Level 1 qualification.

These qualifications are suitable for learners aged pre-16 and above.

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 2 Award in Investigating Enterprise Skills, learners are required to successfully complete **one** mandatory unit.

- Unit 01   Exploring enterprise skills (4 credits)

To be awarded the Level 2 Certificate in Developing Enterprise Skills, learners are required to successfully complete **3** mandatory units.

- Unit 01   Exploring enterprise skills (4 credits)
- Unit 02   Plan and carry out an enterprise project (8 credits)
- Unit 03   Evaluate enterprise project and skills (3 credits)

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

To achieve the Level 2 Award in Investigating Enterprise Skills and Level 2 Certificate 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 3 Diploma in Skills for Business: Enterprise
- Level 3 Diploma in Skills for Business
- Level 3 Certificate in Employability Skills
- Level 3 Diploma in Business Administration

Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

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 qualifications 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.

Support for learners

Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

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.

There are a number of documents available on the NCFE website that centres might find useful. These are available to download from the NCFE website or can be requested from the Customer Support team on 0191 239 8000 or by emailing customersupport@ncfe.org.uk.

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

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.

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.

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 30) 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 30).

Section 2

Assessment and moderation

Assessment and moderation

How the qualification is assessed

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

The Level 2 Award in Investigating Enterprise Skills and Level 2 Certificate 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 candidate 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 candidates 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
- candidate's proof of work
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- candidate and peer reports
- Recognition of Prior Learning (RPL).

You will also find a variety of assessment and moderation pro-formas on the NCFE website.

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 candidates have achieved all learning outcomes and assessment criteria related to the unit being assessed, prior to deciding if candidates have been successful. Assessors are also responsible for supporting candidates 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)
- guidance for developing assessment (an explanation of technical terms and the depth and breadth
  of coverage of the unit)
- assessment guidance (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 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 Exploring enterprise skills (H/506/6320)

In this unit learners will develop an understanding of skills and qualities enterprising people and entrepreneurs have. They will understand their own enterprise skills and qualities and the importance of enterprise within different environments.

Guided learning hours: 40
Credit value: 4
Level: 2

This unit is **mandatory** for both NCFE Level 2 Award in Investigating Enterprise Skills and NCFE Level 2 Certificate in Developing Enterprise Skills.

Unit 02 Plan and carry out an enterprise project (J/506/6312)

In this unit learners will select an enterprise project, create a project plan and produce a budget. They will demonstrate the importance of planning a project and take part in the enterprising project.

Guided learning hours: 75
Credit value: 8
Level: 2

This unit is **mandatory** for NCFE Level 2 Certificate in Developing Enterprise Skills.

Unit 03 Evaluate enterprise project and skills (L/506/6313)

In this unit learners will demonstrate how to evaluate an enterprise project and reflect on their involvement in the project. They'll also relate their areas for development to their future career plans.

Guided learning hours: 30
Credit value: 3
Level: 2

This unit is **mandatory** for NCFE Level 2 Certificate in Developing Enterprise Skills.

Unit 01 Exploring enterprise skills (H/506/6320)

The learner will:

1   Understand the skills and qualities of enterprising people and entrepreneurs

The learner can:

1.1   Describe the key differences between an enterprising person and an entrepreneur
1.2   Describe the activities of a local enterprising person
1.3   Describe the activities of a local entrepreneur
1.4   Assess the enterprising skills and qualities of enterprising people and entrepreneurs

The learner will:

2   Understand own enterprise skills and qualities

The learner can:

2.1   Assess own enterprise skills and qualities
2.2   Compare own enterprise skills and qualities with those of the enterprising person and the
         entrepreneur
2.3   Create an action plan to address any identified areas for development

The learner will:

3   Understand the importance of enterprise within different environments

The learner can:

3.1   Describe why enterprise skills and qualities are important in different work environments

Unit 01 Exploring enterprise skills (H/506/6320) (cont'd)

Assessment guidance

Type of evidence: professional discussion

Assessment criteria: all

Additional information: candidates could undertake a series of structured, planned and in-depth discussions with Assessors showing an understanding of enterprise skills. These should be recorded by audio or video means with Assessor feedback included.

Type of evidence: group or paired discussion

Assessment criteria: all

Additional information: candidates could take part in a discussion with peers where each gives examples of exploring enterprise skills. 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: written or oral questioning

Assessment criteria: all

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

Where oral questioning is used, questions, candidate 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.

Unit 01 Exploring enterprise skills (H/506/6320) (cont'd)

Type of evidence: candidate report/written discussion

Assessment criteria: all

Additional information: candidates 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: presentation

Assessment criteria: all

Additional information: candidates could deliver a presentation giving an overview of enterprising 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 candidates' 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 Plan and carry out an enterprise project (J/506/6312)

The learner will:

1   Be able to select an enterprise project

The learner can:

1.1   Explore enterprise project opportunities
1.2   Select a project to carry out
1.3   Give an outline of the project to be undertaken
1.4   Justify the choice of project
1.5   Present the chosen project to stakeholders

The learner will:

2   Understand the importance of planning a project

The learner can:

2.1   Describe the importance of developing a project plan
2.2   Describe the importance of a contingency plan
2.3   Describe the importance of setting SMART objectives (specific, measurable, achievable, realistic
         and timed)
2.4   Describe the benefits of working with others to achieve a joint goal

The learner will:

3   Be able to create a project plan for the enterprise project

The learner can:

3.1   Describe the project aim
3.2   Define SMART objectives for the project
3.3   Select resources required to complete the enterprise project
3.4   Define the roles and responsibilities of those involved in the project
3.5   Define the actions assigned to those involved in the project
3.6   Define the project deadlines and dates for review of progress
3.7   Assess potential risks of the project
3.8   Create a contingency plan to address identified risks

Unit 02 Plan and carry out an enterprising project (J/506/6312) (cont'd)

The learner will:

4   Be able to produce a budget

The learner can:

4.1   Define the term 'capital'
4.2   Define the term 'income'
4.3   Define the term 'expenditure'
4.4   Calculate projected flows of expenditure and income

The learner will:

5   Be able to take part in an enterprise project

The learner can:

5.1   Complete own actions to required timescales and standards
5.2   Review with others that actions are complete and to the required standard
5.3   Communicate appropriately with other stakeholders involved in the project

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Unit 02 Plan and carry out an enterprising project (J/506/6312) (cont'd)

Assessment guidance

Type of evidence: professional discussion

Assessment criteria: all

Additional information: candidates could undertake a series of structured, planned and in-depth discussions with Assessors showing an understanding of planning and carrying out an enterprising project. These should be recorded by audio or video means with Assessor feedback included.

Type of evidence: written or oral questioning

Assessment criteria: all

Additional information: candidates could be given written or oral questions relating to planning and carrying out an enterprising project.

Where oral questioning is used, questions, candidate 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: candidate report/written discussion

Assessment criteria: all

Additional information: candidates 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.

Unit 02 Plan and carry out an enterprising project (J/506/6312) (cont'd)

Type of evidence: presentation

Assessment criteria: 1.3–1.5

Additional information: candidates could give a presentation giving an overview of the project, to include why the project was chosen, an outline of the objectives and what they expect the outcomes to be. 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 candidates' 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 03 Evaluate enterprise project and skills (L/506/6313)

The learner will:

1   Be able to evaluate an enterprise project

The learner can:

1.1   Review the success of the project against the original objectives
1.2   Describe any aspects of the project that could be improved
1.3   Evaluate the success of the project plan
1.4   Review communication between stakeholders in the project
1.5   Evaluate own strengths and weaknesses in relation to their communication skills

The learner will:

2   Be able to reflect on their involvement in the enterprise project

The learner can:

2.1   Review constructive criticism or feedback from peers, advisors and/or stakeholders
2.2   Evaluate how they used their enterprise skills during the project
2.3   Identify potential areas for development in light of feedback and own experience
2.4   Plan how to address areas for development
2.5   Investigate how they can use their experience in future
2.6   Relate enterprise skills to their future career planning

Unit 03 Evaluate enterprise project and skills (L/506/6313) (cont'd)

Assessment guidance

Type of evidence: professional discussion

Assessment criteria: all

Additional information: candidates could undertake a series of structured, planned and in-depth discussions with Assessors, evaluating the enterprise project and their involvement. These should be recorded by audio or video means with Assessor feedback included.

Type of evidence: written or oral questioning

Assessment criteria: all

Additional information: candidates could be given written or oral questions relating the success of the project, and their plans to address feedback on their own performance.

Where oral questioning is used, questions, candidate 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: candidate report/written discussion

Assessment criteria: all

Additional information: candidates 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.

Unit 03 Evaluate enterprise project and skills (L/506/6313) (cont'd)

Type of evidence: presentation

Assessment criteria: 1.1–1.4

Additional information: candidates could give a short presentation on the success of the project and outlining any areas that could be improved. This could be recorded electronically or manually in paper, computer, audio or video files.

Type of evidence: group or paired discussion

Assessment criteria: 1.5, 2.1

Additional information: candidates could take part in a discussion with peers to evaluate each individual's contribution to the project, and highlight areas for development.

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.

The types of evidence listed above are for guidance purposes only. Within candidates' 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

All units

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

Unit 02

PLTS Effective Participators

Unit 03

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

Section 5

Glossary of terms

Explanation of terms used at Level 2:
(not all verbs are used in this qualification)

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

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