



# Qualification specification

**NCFE Level 2 Award in Learning to Learn  
QN: 600/2859/2**

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## Summary of changes

This section summarises the changes to this qualification specification since the last version (Issue 4 July 2018). Please check the qualification page on our website for the most recent version.

- Information regarding the [safeguarding](#) of learners added to Section 1 (page 11).

## Changes to v.4.2 June 2022:

- Further information added to the [achieving this qualification](#) 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.
- Information added to the [entry guidance](#) section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.
- Information added to the [support for centres](#) section about how to access support handbooks.

# Section 1

## Qualification overview

## Qualification overview

### Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 2 Award in Learning to Learn.

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

To ensure that you're using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 2 Award in Learning to Learn.

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### Things you need to know

<b>Qualification number (QN)</b>	<b>600/2859/2</b>
Aim reference	60028592
Total Qualification Time (TQT)	30
Guided learning hours (GLH)	30
Credit value	3
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.

**About this qualification**

This is a regulated qualification. The regulated number for this qualification is 600/2859/2.

The qualification focuses on the development of the skills and behaviours which allow learners to become more effective. It allows the learner to deal with the demands of a course of study, organise study time effectively and prioritise and set realistic targets for study. The learner will also be able to find and use information relevant to the course of study, work on listening and contributing actively to a learning environment and keep information in a useable format.

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

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### Purpose of this qualification

The purpose of this qualification is to develop the skills and effective learning behaviours of learners.

### Objectives of this qualification

The objectives of this qualification are to help learners to:

- organise study time effectively
- prioritise and set realistic targets for study
- find and use information relevant to the course of study
- work on listening and contributing actively to a learning environment
- keep information in a usable format.

### Achieving this qualification

To be awarded the NCFE Level 2 Award in Learning to Learn, learners are required to successfully complete the one mandatory unit.

### Mandatory units

Unit No	Unit title	Credit
Unit 01	Managing study and approaches to learning	3 credits

The learning outcomes and assessment criteria for the unit are provided in Section 2 (page 12).

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

To achieve the NCFE Level 2 Award in Learning to Learn, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the unit as detailed in this qualification specification. Grades are not awarded.

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.

### Entry guidance

This qualification is generic in nature and can be delivered alongside many other qualifications in a variety of sectors. The qualification is designed to develop the skills that are required for learners to become effective as learners in all areas of their lives. It is therefore anticipated that this qualification will be used as an induction programme before learners begin their main programme of study or enter the workplace.

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

This qualification is suitable for learners aged pre-16 and above.

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 this qualification is 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 this qualification. Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

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### **Progression opportunities**

Learners who achieve this qualification could progress to:

- NCFE Level 2 Award/Certificate in Employability Skills
- 

### **Barred units, equivalencies and exemptions**

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

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### **Recognition of Prior Learning (RPL)**

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

### **Credit transfer**

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

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## 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 internal quality assured. This may be gained through experience and/or qualifications.

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## Resource requirements

There are no specific resource requirements for these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

## Support for learners

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

The LETL can help learners keep track of their own 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

There are a number of documents available 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. To contact your Customer Support Assistant, call 0191 239 8000 or email [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk).

## Qualification Support Packs

NCFE offers a free Qualification Support Packs (QSP) for this qualification.

QSPs are a free resource that Tutors can use when planning and delivering an NCFE qualification. Within a QSP, Tutors will find a Scheme of Work, PowerPoint presentation and a wide range of tasks and worksheets to help learners consolidate their knowledge.

QSPs are not intended to provide full coverage of learning outcomes and assessment criteria, but the content is mapped to the qualification to ensure it is relevant and useful.

The QSP for this qualification can be downloaded from the NCFE website.

## 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 Moderators. 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 summary provides an overview of each unit including:

- unit title and number
- unit summary
- 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:

- learning outcomes (the learner will) and assessment criteria (the learner can)
- assessment guidance (types of evidence for internal assessment)

The regulators' regulated unit number is indicated in brackets for the unit (eg M/100/7116).

The types of evidence listed 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.

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

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**Unit 01 Managing study and approaches to learning (M/503/4437)**

<b>Unit summary</b>	In this unit the learner will develop the study skills required to achieve a vocational qualification. The unit looks at portfolio building, how to research and complete assignments and at how learners can take responsibility for their own learning.
<b>Guided learning hours</b>	30
<b>Credit value</b>	3
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

The learner will:

- 1 Understand the demands of a programme of study and what progression opportunities may be available on completion

The learner can:

- 1.1 Outline the demands of a programme of study in relation to:
  - timescale
  - assessment criteria
  - self-study requirements
  - deadlines
  - personal attributes
- 1.2 Identify the different opportunities which might be available on successful completion of the programme of study
- 1.3 Identify previously developed transferable skills which would be beneficial to them during their programme of study
- 1.4 Create realistic goals for themselves which relate to their personal and career aspirations
- 1.5 Identify the personal challenges which might affect study or success both now and in the future
- 1.6 Identify ways in which the personal challenges may be overcome

The learner will:

- 2 Understand how the use of self and peer assessment strategies can improve their own learning

The learner can:

- 2.1 Explain the key characteristics of good quality, helpful feedback
- 2.2 Use self-assessment strategies to identify how performance can be improved, including written work
- 2.3 Use peer assessment strategies to identify how performance can be improved, including written work
- 2.4 Demonstrate ability to act on constructive feedback in order to improve performance and create targets

**Unit 01 Managing study and approaches to learning (M/503/4437) (cont'd)**

The learner will:

- 3 Understand how collaborative learning can help them to improve their own learning and thinking

The learner can:

- 3.1 Explain the key characteristics of successful collaborative learning
  - 3.2 Communicate and justify their own point of view
  - 3.3 Listen and respond to other points of view
  - 3.4 Consider all sides of the argument and decide on which view they support and explain why
  - 3.5 Evaluate their own performance as a collaborative learner
- 

The learner will:

- 4 Demonstrate how to use technology to help improve their own learning

The learner can:

- 4.1 Demonstrate effective file management to save and retrieve work related to the programme of study
  - 4.2 Demonstrate how to access and use course related materials from their usual place of learning
  - 4.3 Demonstrate how to access and use course related materials from outside of their usual place of learning
  - 4.4 Demonstrate the ability to find suitable information from the internet for a specific purpose
  - 4.5 Demonstrate understanding of the information found by reading and summarising in own words
  - 4.6 Use technology of their choice to support their own learning and explain how it supports learning
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**Type of evidence:** group discussion

**Assessment criteria:** 1.1, 1.2, 2.1, 3.1–3.4

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**Type of evidence:** learner report

**Assessment criteria:** 1.3–1.6, 2.1–2.3, 3.5, 4.4–4.6

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**Type of evidence:** witness statement

**Assessment criteria:** 2.4, 4.1–4.3

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 on 0191 239 8000.

# Section 3

## 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 NCFE Level 2 Award in Learning to Learn is internally assessed.

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### 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 2 (page 12).

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).

You'll 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're valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification. 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.

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## **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.

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# Section 4

## Explanation of terms

## Explanation of terms

This table explains how the terms used at Level 2 in the unit content are applied to this qualification (not all verbs are used in this qualification).

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

<b>Plan</b>	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
<b>Provide</b>	Give relevant information about a subject.
<b>Reflect</b>	Learners should look back on their actions, experiences or learning and think about how this would inform their future practice.
<b>Select</b>	Choose for a specific purpose.
<b>Show</b>	Supply sufficient evidence to demonstrate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences.
<b>Use</b>	Take or apply an item, resource or piece of information as asked in the question or task.

# Section 5

## General information

## **General information**

### **Equal opportunities**

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

### **Diversity, access and inclusion**

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external 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.

## Contact us

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