



# Qualification specification

**NCFE Level 3 Award in Higher Level Studies  
QN: 601/7789/5**

**NCFE Level 3 Extended Award in Higher Level  
Studies**

**QN: 601/7788/3**

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## Summary of changes

This section summarises the changes to this qualification specification since the last version (version 4.1 January 2020). Please check the qualification page on our website for the most recent version.

Version	Publication date	Summary of amendments
v4.1	January 2020	Information regarding the <a href="#">wellbeing and safeguarding</a> of learners added to Section 1 (page 14).
v4.2	June 2022	<p>Further information added to the <a href="#">achieving these qualifications</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</a> section about how to access support handbooks.</p>
v4.3	July 2023	Information regarding <a href="#">UCAS points</a> deleted and replaced with general statement in Section 1, Qualification overview.
v4.4	August 2024	Qualification support pack section has been removed as this is no longer available.

# 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 3 Award and Extended Award in Higher Level Studies.

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 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 3 Award in Higher Level Studies or NCFE Level 3 Extended Award in Higher Level Studies.

### Things you need to know Level 3 Award

Qualification number (QN)	<b>601/7789/5</b>
Aim reference	60177895
Total Qualification Time (TQT)*	45
Guided learning hours (GLH):	30
Level	3
Assessment requirements	Internally assessed and externally moderated portfolio of evidence

### Level 3 Extended Award

Qualification number (QN)	<b>601/7788/3</b>
Aim reference	60177883
Total Qualification Time (TQT)*	90
Guided learning hours (GLH):	60
Level	3
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 these qualifications**

These are regulated qualifications. The regulated numbers for these qualifications are 601/7789/5 and 601/7788/3.

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

These qualifications are suitable for use within a Study Programme.

### **UCAS points**

These qualifications have been allocated UCAS points. Please refer to the UCAS website for further details of the points allocation and the most up-to-date information.

### Aims and objectives of these qualifications

These qualifications aim to prepare learners with what to expect and what will be expected of them when studying at a higher level. It will enable learners to make an informed and confident choice about the options available at a higher level of study. In addition, learners will explore which higher level route is the right choice for them and their future career aspirations.

The objectives of these qualifications are to help learners to:

- prepare for and feel more confident about moving onto higher level studies
- develop the skills required for studying at a higher level
- gain an insight into life at a Higher Education institution.

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### Achieving these qualifications

To be awarded the Level 3 Award in Higher Level Studies, learners are required to successfully complete the one mandatory unit.

This qualification consists of **one** mandatory unit:

Unit No	Unit title
Unit 01	Higher level studies

To be awarded the Level 3 Extended Award in Higher Level Studies, learners are required to successfully complete both mandatory units.

This qualification consists of **2** mandatory units:

Unit No	Unit title
Unit 01	Higher level studies
Unit 02	Preparing for future studies



The learning outcomes for each unit are provided in Section 2 (page 14).

To achieve the Level 3 Award or the Level 3 Extended Award in Higher Level Studies, 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. For qualifications with more than one unit, a Unit Certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

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.

### **Essential skills**

While completing these qualifications, 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:

- appropriate interpersonal skills
- personal manners and deportment.

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### **Entry guidance**

These qualifications are designed for learners who are considering studying at a higher level and would like to develop their higher level study skills. The qualifications enable learners to understand their own strengths and weaknesses and identify areas for further development. They are particularly relevant for those aged 16-18 who wish to make the most of their programmes of study by including key higher level study skills.

There are no specific recommended prior learning requirements for these qualifications. However, learners may find it helpful if they've already achieved a Level 2 qualification.

These qualifications are suitable for learners aged pre-16 and above. 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 learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of these qualifications.

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

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.

### Progression opportunities

Learners who achieve these qualifications could progress to a higher-level study course in any sector.

Learners can progress from an Award to a Certificate but centres must carefully consider which qualification they want to register the learner onto, as the registration fee will be applied for both qualifications.

### Progression to Higher Level Studies

These qualifications aim to provide learners with a number of progression options, including higher level studies at university or FE colleges. The skills required to progress to higher academic studies are different from those required at Levels 1 and 2. Level 3 qualifications enable the development of these skills. Although there is no single definition of higher-level learning skills, they include:

- checking and testing information
- supporting your points with evidence
- self-directed study
- self-motivation
- thinking for yourself
- analysing and synthesising information/materials
- critical thinking and problem solving
- working collaboratively
- reflecting upon learning and identifying improvements.

Level 3 criteria can require learners to **analyse**, **draw conclusions**, **interpret** or **justify**, which are all examples of higher-level skills. This means that evidence provided for the portfolio will also demonstrate the development and use of higher-level learning skills.

### 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.

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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.

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

## **Examples of relevant qualifications/experience**

This section provides examples of relevant qualifications/experience to demonstrate occupational knowledge/competence for Assessors and Internal Quality Assurers.

The guidance in this section isn't intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment/internal quality assurance roles.

Examples of relevant qualifications/experience include:

- mentoring
- study support
- learning support
- careers advisor
- personal advisor
- youth work
- citizenship.

NCFE is not responsible for any complications that arise in the delivery, assessment or internal quality assurance process as a result of internal recruitment and training decisions. Decisions regarding staff recruitment and training should be made at the discretion of centres. Centres should be aware of their obligations under their Agreement with NCFE to ensure that all staff involved in the delivery, assessment and internal quality assurance of NCFE qualifications are suitably qualified/experienced.

## **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.

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## **Support for centres**

There are a number of support documents available that you 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 your Customer Support Assistant on 0191 239 8000 or email [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk).

## **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.

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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 these qualifications.

The unit summary provides an overview of each unit including:

- unit title
- unit overview
- 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:

- unit title and number
- learning outcomes
- delivery and assessment (including types of evidence for internal assessment).

The regulators' unit number is indicated in brackets for each 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 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 these qualifications please contact our Research and Product Development team on 0191 239 8000.



### Unit 01 Higher level studies (F/507/8216)

<b>Unit summary</b>	This unit will help learners to identify their own study skillset alongside understanding the demands of higher level learning, in order to identify areas for further development. Learners will develop research techniques, study skills, and academic referencing and writing skills to support their higher level learning aspirations.
<b>Guided learning hours</b>	30
<b>Level</b>	3
<b>Mandatory/optional</b>	Mandatory (Award and Extended Award)

### Learning outcome 1

The learner will:

Review their current study skillset The learner must consider:

- their own learning styles
- personal study skills
- soft and transferrable skills
- current aspirations

### Unit 01 Higher level studies (F/507/8216) (cont'd) Learning outcome 1 (cont'd)

<b>Delivery and Assessment</b>
<p>Learners must undertake a learning styles questionnaire and consider how this relates to different types of study.</p> <p>Learners must undertake a SWOT analysis of their personal study skills, soft and transferable skills (eg digital literacy, time management, active listening skills, written and verbal communication, organisational skills, questioning skills, ability to note-take, ability to think critically).</p> <p>The learner must produce well-reasoned and balanced conclusions to support their current aspirations, highlighting areas for development and how this may impact their future plans.</p> <p>Learners should use the outcome of the learning styles questionnaire and SWOT analysis to support this.</p>
<b>Types of evidence</b>
<ul style="list-style-type: none"><li>• learning styles analysis</li><li>• worksheets</li><li>• presentation</li><li>• audio visual</li><li>• written report</li></ul>

## Unit 01 Higher level studies (F/507/8216) (cont'd) Learning outcome 2

The learner will:

Explain the techniques required for higher level learning

The learner must know about:

- lectures, seminars, tutorials and independent study and the study techniques required
- academic discussion and participation in study groups
- questioning and listening critically

### Deliver and Assessment

The learner must produce a study guide for new students. The guide must demonstrate a consistent and detailed understanding of:

- a lecture, seminar, tutorial and independent study
- the study techniques required for higher level learning.

Study techniques could include:

- pre-reading for lectures and seminars
- note-taking skills (eg using headings and sub-heading or mind maps)
- reviewing notes after lectures
- time management
- self-motivation
- goal setting strategies
- critical analysis.

The guide should include referencing and a bibliography where appropriate.

The learner must research the skills required to successfully and effectively participate in a group discussion. The learner must produce evidence of research.

Skills could include:

- critical questioning
- active listening
- body language
- persuading and negotiating.

The learner must then demonstrate that they can consistently and effectively perform these specialist skills by participating in a group discussion on a topic of their choice. The Tutor will need to supply observation notes to record how the learner has used these skills during the discussion.

### Types of evidence

- worksheets
- witness testimonies
- observation reports
- presentation
- audio visual
- written report

### Unit 01 Higher level studies (F/507/8216) (cont'd) Learning outcome 3

The learner will:

Understand researching and referencing for higher level learning

The learner must know about:

- research techniques
- structuring an academic assignment
- how to develop an academic argument in an assignment
- presenting the argument and findings to others
- plagiarism
- academic referencing

#### Deliver and Assessment

The learner must research and produce a reference guide to help them with their higher level studies to demonstrate a consistent and detailed understanding of:

- different research techniques
- what an academic argument is
- the structures used for different academic assignments (eg essay, reports)
- plagiarism – what it is, how to avoid it and examples of good practice
- common academic referencing systems (eg Harvard, Chicago, Oxford etc).

Research techniques could include:

- a literature review (books, journals/papers, press/news, printed/digital and online sources)
- questionnaires (face-to-face, online, focus groups, social media, structured/unstructured, stepped questioning and conversational questioning)
- experiments, observations
- factors affecting choice of research techniques
- primary and secondary research
- quantitative and qualitative research
- evaluating different sources (eg usefulness, credibility and bias)
- ethics.

The guide should include referencing and a bibliography where appropriate.

#### Types of evidence

- reference guide
- worksheets
- presentation
- audio visual
- professional discussion
- written report

### Unit 01 Higher level studies (F/507/8216) (cont'd) Learning outcome 4

The learner will:

Produce a written piece of work suitable for higher level learning

The learner must:

- plan for the written piece of work
- produce the written piece of work
- review the written piece of work

#### **Delivery and Assessment**

Learners must be given a topic to research in order to produce a written piece of work.

Learners must plan for a written piece of work that must be at least 1000 words. The plan should include how the assignment will be structured and organised.

Learners should then use their plan to produce a written piece of work using the correct academic structure to include sub-headings, counter arguments and contradictory evidence to support their academic argument. They should present both sides of the argument, showing awareness of the type of language used and demonstrating the skills researched in learning outcome 3.

Academic referencing and bibliography should be included.

Learners must then review their piece of work in accordance with their plan confirming how this has been met and suggest improvements for future developments.

#### **Type of evidence**

- written piece of work

## Unit 02 Preparing for future studies (R/507/8219)

<b>Unit summary</b>	This unit will help learners to consider their future aspirations and think about different entry routes into a range of higher learning options. The unit will guide learners on how to progress during and after higher level studies and provide them with invaluable self- management skills. It will enable the learner to understand how to take responsibility for their own learning and translate their experiences into transferrable skills.
<b>Guided learning hours</b>	30
<b>Level</b>	3
<b>Mandatory/optional</b>	Mandatory (available in Extended Award only)

### Learning outcome 1

The learner will:

Consider their future aspirations

The learner must know about:

- their future aspirations
- further and higher education options
- alternative options

## Unit 02 Preparing for future studies (R/507/8219) (cont'd) Learning outcome 1

(cont'd)

<b>Delivery and Assessment</b>
<p>Learners should research two further and/or higher education institutions offering the subjects they are interested in taking at higher level study.</p> <p>Learners must look at and compare:</p> <ul style="list-style-type: none"><li>• industrial and professional links the institutions have with industry and/or professions</li><li>• geographical location</li><li>• facilities (research, library, IT, extra-curricular)</li><li>• clubs and societies</li><li>• accommodation</li><li>• UCAS points/entry requirements for chosen course(s)</li><li>• course content</li><li>• data and statistics.</li></ul> <p>Statistics could include:</p> <ul style="list-style-type: none"><li>• success rates/destination data of the institutions selected</li><li>• league table standing for the institution and the subject choice (eg TES, THE or the Guardian)</li><li>• international university league tables</li><li>• the Quality Assurance Agency for Higher Education (QAA)/Ofsted reports.</li></ul> <p>Learners could also attend an open day at their selected institution.</p> <p>Learners should use this research to prepare a report or presentation comparing their 2 chosen institutions. This should include well-reasoned and balanced conclusions which will inform their future career aspirations. Learners must also include in their report or presentation alternative options to full-time study - for example, apprenticeship, higher apprenticeship, internships, part-time study, vocational degrees, distance learning (eg Open University) etc.</p>
<b>Types of evidence</b>
<ul style="list-style-type: none"><li>• presentation</li><li>• audio visual</li><li>• written report</li></ul>

## Unit 02 Preparing for future studies (R/507/8219) (cont'd) Learning outcome 2

The learner will:

Know how to progress during and after higher level studies

The learner must know about:

- study/life balance and time management
- extra-curricular activities
- grading classification structures
- their online profile

### Delivery and Assessment

Learners should produce a written account which considers the importance of study/life balance. For example, time management, contact and non-contact time, work commitments etc.

The written account should also include some well-reasoned and balanced conclusions about the potential impact of extra-curricular activities and online profiles on their chosen career options. For example, how extra-curricular activities could be translated into transferrable skills that could be used in studying or chosen employment.

Extra-curricular activities could cover work experience, clubs and societies, sports, placements, mentoring, course representatives, social events etc.

Learners should also describe the grading classification structure used by institutions for their awards and the requirements needed to progress through award classifications structure and the potential grade consequences, eg the degree classification structure or vocational qualification grading systems.

### Types of evidence

- worksheets
- observation reports
- presentation
- audio visual
- written report



### Unit 02 Preparing for future studies (R/507/8219) (cont'd) Learning outcome 3

The learner will:

Develop an insight into life at a chosen further or higher education institution

The learner must know about:

- money management
- well-being (physical and mental)
- social and cultural awareness

<b>Delivery and Assessment</b>
Learners should create a guide which provides well-reasoned and balanced insights into life at a chosen further or higher education institution which will inform their future career aspirations.  Learners could cover: <ul style="list-style-type: none"><li>• finance - eg tuition fees loan, maintenance loan, grants, bursaries and sponsorship etc.</li><li>• costs - accommodation, extra activities, travel and living expenses, additional course costs, materials, books, budgeting, money management techniques etc.</li><li>• adjusting to a new environment - eg social and cultural aspects, new geographical area and surroundings, different people, responsibilities, social and cultural awareness etc.</li><li>• well-being - eg healthy eating, fitness, friendship groups, managing stress.</li></ul>
<b>Types of evidence</b>
<ul style="list-style-type: none"><li>• presentation</li><li>• audio visual</li><li>• written report</li></ul>

# 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 Level 3 Award and Extended Award in Higher Level Studies are internally assessed and externally moderated.

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## Internal assessment

Each learner is required to create a portfolio of evidence which demonstrates achievement of all the learning outcomes. 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 14).

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

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

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

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

Assessors must be satisfied that learners have achieved all learning outcomes relating 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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### **Supervision of learners**

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

Assessors should supervise the work carried out by learners to:

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

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 Moderator will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Moderators 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 Moderator 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 Moderator to hear both the learner(s) and the Assessor (if applicable).

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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.

# Section 4

## Glossary

## Glossary

<b>Accurately</b>	Learner carries out all stages of a process correctly and without errors (see mostly accurately).
<b>Advanced Ways</b>	Solutions may be more complex or more considered. For example – my table was wonky so I shaved a little bit off some of the legs (see basic ways and considered ways).
<b>Appropriate</b>	Ideas or choices must be realistic and viable to the vocational area and the learner’s resources. They must be selected by the learners, as opposed to in Level 1 where they are directed
<b>Balanced Conclusions</b>	All arguments are considered in making a conclusion (see reasoned conclusions)
<b>Basic Ways</b>	Straightforward, mostly obvious ideas or solutions. For example – my table was wonky so I put a rubber foot on one leg (see advanced ways and considered ways).
<b>Complex task/brief</b>	A task/brief made up of several, interrelated elements.
<b>Complex technical problems</b>	A problem specific to the vocational area that has several interrelated elements (see technical problems)
<b>Considered Experimentation</b>	Experimentation is well thought out and fit for purpose. It is comprehensive enough to draw a reliable conclusion from (see limited experimentation and simple experimentation).
<b>Considered Ways</b>	Ideas or solutions show some degree of thought (see advanced ways and basic ways).
<b>Directed Tasks</b>	Learners are given clear instructions on how to complete the task, which may be broken into stages for them by the Tutor/Assessor
<b>Effective Solutions</b>	Solutions are appropriate to the vocational area. For example - you might solve the problem of a wonky table by putting some paper under the leg but you could efficiently solve it by shaving some off the other legs (see possible solutions).
<b>Efficiently Solves</b>	Solves in a manner appropriate to the vocational area. For example - you might solve the problem of a wonky table by putting a rubber foot on one leg but you could efficiently solve it by shaving some off the other legs.
<b>Everyday Language</b>	The learner’s own language and terms, the personal vocabulary the learner uses, non-vocational language and terminology (see specialist terms/language and technical terms/language).
<b>General Understanding</b>	A basic understanding of the vocational area that does not require knowledge of technical skills, techniques or rules of implementation (see technical understanding).
<b>Format of Source</b>	The style of information - eg a questionnaire, a report, an observation, interview (see type of source).
<b>Limited Experimentation</b>	Experimentation shows some degree of planning and thought but may not be thorough enough to draw a reliable conclusion from (see considered experimentation and simple experimentation).
<b>Mostly accurately</b>	Learner is able to carry out most stages of a process without errors to achieve an outcome (see accurately and some degree of accuracy).
<b>Possible Solutions</b>	The solution may not involve technical skills or understanding and may not be a long term or effective solution (see effective solutions).
<b>Range</b>	Frequent use of most common words/techniques/materials (see some and wide range).
<b>Reasoned Conclusions</b>	Explanations are provided as to why a conclusion was made (see balanced conclusions).

<b>Simple Experimentation</b>	Straightforward, most obvious experimentation is carried out (see limited experimentation and considered experimentation).
<b>Some</b>	Occasional use of most common words/techniques/materials (see range and wide range).
<b>Some degree of accuracy</b>	Learner is able to carry out the stages of a process to achieve an outcome, but most stages will contain errors (see accurately and mostly accurately).
<b>Sophisticated examples</b>	Complex or less obvious examples provided with detailed explanation. Clearly related to the point being made (see straightforward examples).
<b>Specialist skills</b>	Advanced technical skills in context (see technical skills).
<b>Specialist terms/language</b>	Advanced technical terms in context (see everyday language and technical terms/language).
<b>Straightforward examples</b>	Direct obvious examples which lack complexity of any kind, but clearly relate to the point being made (see sophisticated examples)
<b>Technical problems</b>	A problem specific to the vocational area. This could include equipment, processes etc. For example catering – cake not rising, photography – image overexposed (see complex technical problems).
<b>Technical skills</b>	The application of technical understanding. The ability to put subject specific skills, measures, techniques or rules of implementation into practice to achieve suitable outcomes (see specialist skills).
<b>Technical terms/language</b>	Language relating to the vocational area. May include skills, measures, techniques or rules of implementation etc. Photography – ISO, aperture, lens types. Catering – texture, presentation, flavour components (salt, sweet, umami, spice etc.), knife types and uses, nutritional value. Sports – joint care, nutrition, treatment of sports injuries. Ceramics – kiln temperature settings, glaze mixing, properties of specific clays (see everyday language and specialist terms/language)
<b>Technical understanding</b>	An understanding of the skills, measures, techniques or rules of implementation appropriate to the vocational area. The learner may still be learning how to apply this understanding (see general understanding).
<b>Types of source</b>	The place that the information comes from - eg the internet, a museum visit, staff, visitors (see format of source).
<b>Wide range</b>	Uses all relevant words/techniques/materials that could be expected at the level (see range).



# 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 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.

## Feedback

Here at NCFE, we're continually looking to review and improve our portfolio of qualifications to make sure they are of a high standard and meeting the needs of both learners and employers.

In order to achieve this and to comply with the requirements of our regulator, Ofqual, we rely on the valuable feedback that you – our centres – provide us with.

For each NCFE qualification you deliver, we would be grateful if you could let us know the following:

- general feedback about the qualification and assessment
- whether the qualification is meeting its intended purpose
- the outcome for the learner – whether they have progressed to further education or into/within employment

You can provide us with this information by emailing [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk) or giving us a call on 0191 239 8000, responding to the next survey we send you, or completing the feedback form, which can be found on the NCFE website - the link is on the right hand side of our main 'Qualifications' page. By doing this, you're playing an important role in helping us continue to develop and enhance our qualifications for the benefit of your learners.

## 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.***