

# Qualification specification

NCFE Level 1 Award in Learning to Learn  
QN: 501/1134/6

**This qualification is now withdrawn**

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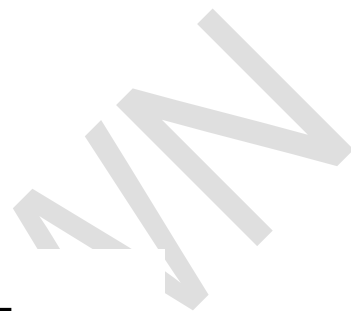
## Summary of changes

This section summarises the changes to this qualification specification since the last version.

Version	Publication date	Summary of amendments
v4.1	January 2020	Information regarding the wellbeing and safeguarding of learners added to section 1.
v4.2	June 2022	<p>Further information added to the <a href="#">achieving this qualification</a> section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the <a href="#">entry guidance</a> section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the <a href="#">support for centres</a> section about how to access support handbooks.</p>

# Section 1

## Qualification overview



## Qualification overview

### Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 1 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 1 Award in Learning to Learn.

### Things you need to know

<b>Qualification number (QN)</b>	<b>501/1134/6</b>
Aim reference	50111346
Guided learning hours (GLH)	30
Total qualification time (TQT)	30
Credit value	3
Level	1
Assessment requirements	Internally assessed and externally moderated portfolio of evidence

### Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

## About this qualification

This is a regulated qualification. The regulated number for this qualification is 501/1134/6.

This qualification focuses on the development of the skills and behaviours which allow learners to become more effective. The qualification 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.

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.

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

This qualification enables 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 Level 1 Award in Learning to Learn, learners are required to successfully complete the 1 mandatory unit.

### Mandatory unit

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 Level 1 Award in Learning to Learn, 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.

### 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 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 an Entry Level 3 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.

## Progression opportunities

Learners who achieve this qualification could progress to:

- Level 2 Award and Certificate in Employability Skills
  - Level 2 Award for Developing Effective Thinking Skills
  - Level 2 Award and Certificate in Developing Enterprise 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.

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

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## 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 Pack (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 presentations 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, 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.

NCFE has also developed an Enhanced Delivery Pack for this qualification, which provides Tutors with additional support materials to aid the delivery of this qualification. This paid-for resource is available to purchase via the NCFE website.

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## Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers - including learners - who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

## Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

## Fees and Pricing

The current fees and pricing guide is available on the NCFE website.

## **Training and support**

We can provide training sessions for Assessors and Internal 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.

## **Third-party products**

Products to support the delivery of this qualification are offered by the following third-party suppliers:

- The Skills Network

For more information about these resources and how to access them please visit the NCFE website.

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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 regulated 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 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 Research and Product Development team on 0191 239 8000.

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**Unit 01 Managing study and approaches to learning (M/602/0967)**

<b>Unit summary</b>	In this unit the learner will develop the study skills required to achieve a vocational qualification. It 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>	1
<b>Mandatory/optional</b>	Mandatory

The learner will:

- 1 Understand the demands of a course of study

The learner can:

- 1.1 Identify the main aim of a course of study
- 1.2 Outline the demands of a course of study including:
  - timescale
  - attendance
  - assessment criteria
  - forms of assessment
  - self-study

The learner will:

- 2 Understand how to organise study time effectively

The learner can:

- 2.1 Identify appropriate times to study
- 2.2 List the key features of a good, safe and productive learning environment
- 2.3 Identify the personal challenges that may affect study

**Unit 01 Managing study and approaches to learning (M/602/0967) (cont'd)**

The learner will:

- 3 Understand how to prioritise and set realistic targets for study

The learner can:

- 3.1 Outline what SMART targets are
  - 3.2 Identify SMART targets for own study
- 

The learner will:

- 4 Be able to find and use information relevant to the course of study

The learner can:

- 4.1 Use a range of reference systems to locate specified information
  - 4.2 Use a range of reading techniques for different purposes
- 

The learner will:

- 5 Understand how to listen in and contribute actively to a learning environment

The learner can:

- 5.1 Outline the different ways in which people learn
  - 5.2 Identify some barriers to effective listening
  - 5.3 Contribute ideas and ask questions
  - 5.4 Outline the possible barriers to contributing to a group activity or discussion
- 

The learner will:

- 6 Keep information in a useable format

The learner can:

- 6.1 Identify suitable methods of retaining information
  - 6.2 Demonstrate effective strategies for taking notes
-

**Unit 01 Managing study and approaches to learning (M/602/0967) (cont'd)****Assessment guidance**

AC	Assessment guidance	Suggested assessment method
1.1, 1.2	Learners could take part in a group discussion to cover the aims and demands of a course of study.	Group discussion
2.1–3.2, 5.1, 5.2	Learners could produce a report to cover all of the assessment criteria.	Learner report
4.1, 4.2, 5.3, 5.4, 6.1, 6.2	A witness testimony could be used to ensure that learners meet the assessment criteria.	Witness statement

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



# Section 3

## Assessment and Moderation

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## Assessment and Moderation

### How the qualification is assessed

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

The Level 1 Award in 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).

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.
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# Section 4

## Explanation of terms

## Explanation of terms

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

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

# Section 5

## General information

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WJTB

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