Qualification specification

NCFE Level 1 Award in Mentoring
QN: 501/1295/8

Contents

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.

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Version	Publication date	Summary of amendments
V4.1	January 2020	Information regarding the <u>wellbeing and safeguarding</u> of learners added to Section 1
V4.2	June 2022	Information regarding <u>entry requirements</u> added to Section 1 Information regarding <u>assessment in English</u> added to Section 3

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 1 Award in Mentoring.

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 Mentoring.

Things you need to know

Qualification number (QN)	501/1295/8
Aim reference	50112958
Total Qualification Time (TQT)	60
Guided Learning Hours (GLH)	60
Credit value	6
Level	1
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

Total Qualification Time (TQT)

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

Total Qualification Time comprises:

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

Credit

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 501/1295/8.

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

This qualification is suitable for use within a Study Programme.

Qualification purpose

This qualification is designed to allow learners to understand the role of a mentor and be aware of the skills needed to become an effective mentor.

Qualification objectives

The objectives of this qualification are to help learners to:

- gain insight into the role and practice of mentorship
- be clear about mentor/mentee relationships
- ensure they follow good practice
- be aware of the specific skills and understanding they will require in order to mentor
- review own learning and work performance.

Achieving this qualification

To be awarded the NCFE Level 1 Award in Mentoring, learners are required to successfully complete one unit from Group A and both units from Group B.

Group A

Unit No	Unit title
Unit 01	Role of a mentor (Level 1)
Unit 02	Role of a mentor (Level 2)

Group B

Unit No	Unit title
Unit 03	Preparing for the role of a mentor
Unit 04	Demonstrating mentoring skills

The learning outcomes for each unit are provided in Section 2 (page 13).

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

To achieve the NCFE Level 1 Award in Mentoring, 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. A partial can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

Essential skills

While completing this qualification, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills' such as teamworking, independent learning and problem solving, to more tricky-to-measure skills such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

Barred units, equivalencies and exemptions

This qualification does not contain barred units, equivalencies or exemptions.

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.

Direct Claim Status

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

Qualifications and awards with simulation and assessment in a Realistic Work Environment (RWE)

Where the assessment guidance for a unit allows, it is essential that organisations wishing to operate a RWE do so in an environment which reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This will ensure that any competence achieved in this way will be sustained in real employment.

Entry guidance

This qualification is designed to allow learners to understand the role of a mentor and be aware of the skills needed to become an effective mentor.

There are no specific recommended prior learning requirements for this 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 learning outcomes 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:

- NCFE Level 2 Award in Mentoring
- relevant occupational qualifications at Level 2 or above.

Qualification dates

Regulated qualifications have review dates, operational end dates and certification end dates.

The qualification review date is the date by which we'll have carried out a review of the qualification. This date is shown on the qualification page on the NCFE website.

We review qualifications up to 18 months before their review date, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'll then extend the qualification, and set a new review date. If we make the decision to withdraw a qualification, we'll set an operational end date.

If we extend the review date then this will be shown on the qualification page on the NCFE website and approved centres will be kept updated.

The operational end date will only show on the Register if we've made the decision to withdraw a qualification. After this date we can no longer accept learner registrations.

The certification end date will only show on the 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 expected 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 that 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.

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 device your own evidence-tracking document instead.

Support for centres

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.

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.

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 Quality Assurers. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

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 overview includes:

- unit title and number
- unit summary
- credit value
- 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:

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

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

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 quality assured. 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.

Unit 01 Role of a mentor (Level 1) (L/602/3164)

Unit summary	Learners will look at the role of a mentor including the advantages and disadvantages of mentoring. They will then look at mentoring agreements and explore the difference between informal and formal agreements. Finally they will investigate the support available to mentors.
Credit value	2
Guided learning hours	20
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1   Understand the role of a mentor

The learner can:

1.1   Define the term 'mentor'
1.2   State how mentoring works
1.3   State the advantages and disadvantages of mentoring for the mentor
1.4   State the advantages and disadvantages of mentoring for the mentee

Learning outcome 2

The learner will:

2   Understand the reasons for an agreement between the mentor and the person being mentored

The learner can:

2.1   Indicate what is meant by an agreement between the mentor and the mentee
2.2   State the difference between an informal agreement and a formal agreement
2.3   Identify why it is important to make an agreement

Unit 01 Role of a mentor (Level 1) (L/602/3164) (cont'd)

Learning outcome 3

The learner will:

3   Be able to identify support available to a mentor

The learner can:

3.1   Identify situations where a mentor may need to seek support
3.2   Identify the person that the mentor can directly consult for support
3.3   State the type of support the person can provide
3.4   Identify others who can provide support for a mentor
3.5   State the type of support that those others can provide

Delivery and assessment
2.1-2.3 - Learners could take part in a discussion. An Assessor witness statement could evidence the content of the discussion by describing the individual's performance against each of the assessment criteria. Alternatively, the discussion(s) could be recorded by video or audio means and Assessor feedback added. 3.1-3.5 - Learners could prepare a presentation to meet each of the assessment criteria. Evidence of the notes and/or visual aids used should be supplemented by a peer or Assessor witness statement. Alternatively, the presentation could be recorded by video or audio means and Assessor feedback added.

Types of evidence
Evidence could include: • worksheets - 1.1-1.4, 2.1-2.3 • learner reports resulting from assignments - 1.1-1.4, 3.1-3.5 • poster, leaflet or brochure - 1.1-1.4 • discussion - 2.1-2.3 • presentation - 3.1-3.5

Unit 02 Role of a mentor (Level 2) (A/602/3161)

Unit summary	Learners will investigate the role and benefits of mentoring. They will then go on to look at mentoring agreements including what they should cover and when they should end. Learners will investigate how mentors are managed and selected as well as explore how they can be supported by internal and external sources.
Credit value	2
Guided learning hours	20
Level	2
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1   Understand the role and benefits of mentoring

The learner can:

1.1   Outline the role of a mentor
1.2   Describe the term 'mentee'
1.3   Identify different types of mentoring
1.4   Provide examples of where mentoring can be used
1.5   Describe the benefits to a mentor from mentoring
1.6   Describe the benefits to a mentee from mentoring
1.7   List the potential advantages of a mentoring scheme

Learning outcome 2

The learner will:

2   Be able to identify how a mentoring agreement works

The learner can:

2.1   Describe what is meant by an agreement between the mentor and the mentee
2.2   Compare informal and formal agreements
2.3   State the importance of making an agreement
2.4   Explain why a mentor should set goals for the mentee
2.5   Describe what an agreement should cover
2.6   Provide examples showing when an agreement should come to an end

Unit 02 Role of a mentor (Level 2) (A/602/3161) (cont'd)

Learning outcome 3

The learner will:

3　　　Be aware of how mentors are managed and supported

The learner can:

3.1　　　Describe an appropriate management structure for mentoring
3.2　　　Explain the importance of having guidelines for the mentoring process
3.3　　　Outline how and why mentors are identified for the role
3.4　　　Describe the internal sources of support available to the mentor
3.5　　　Outline issues that could be referred to internal sources
3.6　　　Describe the external sources of support available to the mentor
3.7　　　Outline 2 issues that could be referred to an external source
3.8　　　Identify the means of securely storing mentoring documentation

Delivery and assessment
3.1-3.3, 3.8 - Learners could take part in a discussion. An assessor witness statement could evidence the content of the discussion by describing the individual's performance against each of the assessment criteria. Alternatively, the discussion(s) could be recorded by video or audio means and assessor feedback added 3.1-3.7 - Learners could prepare a presentation to meet each of the assessment criteria. Evidence of the notes and/or visual aids used should be supplemented by a peer or assessor witness statement. Alternatively, the presentation could be recorded by video or audio means and assessor feedback added.

Types of evidence
Evidence could include: • worksheets - 1.1-1.4 • poster, brochure or leaflet - 1.5-1.7 • learner reports resulting from assignments - 2.1-2.6 • group or paired discussion - 3.1-3.3, 3.8 • presentation - 3.1-3.7

Unit 03 Preparing for the role of a mentor (Y/602/3166)

Unit summary	Learners will look at a number of key issues relating to the role of a mentor, including role boundaries and personal safety. They will then explore the main tools used by a mentor, including the documentation to use, types of questions, how to give feedback and the importance of a suitable venue. Learners will then go on to identify the personal skills required for the role and compare them with their own skills. Finally, the learners will create a personal development plan.
Credit value	2
Guided learning hours	20
Level	1
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

1   Understand key factors relating to mentoring

The learner can:

1.1   Describe what is meant by the boundaries of a mentor's role
1.2   Identify legislation that is important in a mentoring role
1.3   State the importance of personal safety with regard to mentoring

Learning outcome 2

The learner will:

2   Be aware of the main tools used by a mentor

The learner can:

2.1   State the benefits of good preparation
2.2   List the documents that a mentor will use
2.3   Identify types of question that can be used by a mentor
2.4   Identify how each type of question can be used
2.5   State the purpose of feedback
2.6   Identify a suitable model for delivering feedback
2.7   Describe the importance of a suitable venue for a mentoring meeting

Unit 03 Preparing for the role of a mentor (Y/602/3166) (cont'd)

Learning outcome 3

The learner will:

3   Understand how to develop the skills to become a mentor

The learner can:

3.1   List the personal skills that are needed to be a mentor
3.2   List the personal skills that they already possess
3.3   Compare their skills against the personal skills that are needed to be a mentor
3.4   Create a personal development plan, stating how they will:
   •   improve the skills they already have
   •   obtain the skills they need
3.5   Create a timeline for the development of their skills

Delivery and assessment
1.1-1.3 - Learners could prepare a presentation to meet each of the assessment criteria. Evidence of the notes and/or visual aids used should be supplemented by a peer or assessor witness statement. Alternatively, the presentation could be recorded by video or audio means and assessor feedback added.

2.1-2.4 - Learners could take part in a discussion. An Assessor witness statement could evidence the content of the discussion by describing the individual's performance against each of the assessment criteria. Alternatively, the discussion(s) could be recorded by video or audio means and Assessor feedback added.

2.2, 2.7, 3.1, 3.2 - Learners could be given written or oral questions to meet each of the assessment criteria. Where oral questions/answers are given an Assessor witness statement could be provided. Alternatively, the oral questions/answers could be recorded by video or audio means and Assessor feedback added. |

Types of evidence
Evidence could include:
•   worksheets - 1.1-1.3, 2.1-2.4
•   presentation - 1.1-1.3
•   learner reports resulting from assignments - 2.5-2.7
•   group or paired discussion - 2.1-2.4
•   questions- written or oral - 2.2, 2.7, 3.1, 3.2
•   table or chart type documents - 3.1-3.5

Unit 04 Demonstrating mentoring skills (D/602/3167)

Unit summary	Learners will prepare for a mentoring meeting. They will make enquires with the person to be mentored before the meeting and make sure they are familiar with the issues to be discussed. Learners will carry out an observed meeting with the person to be mentored. During the meeting they will show that they can respond appropriately to the needs of the person and provide feedback. Learners will receive feedback from the observer. Finally, they will review their own performance and prepare a personal development plan to improve their performance as a mentor.

Credit value	2
Guided learning hours	20
Level	1
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

1   Be able to prepare for a mentoring meeting

The learner can:

1.1   Contact the person to be mentored and obtain an outline of the issues for discussion
1.2   Agree and record the time, date and place of the meeting
1.3   Undertake appropriate research to ensure they are familiar with the issues to be discussed
1.4   List all documents to be used during the meeting
1.5   Prepare all documents for use during the meeting

Learning outcome 2

The learner will:

2   Be able to undertake an Assessor-observed mentoring meeting

The learner can:

2.1   Carry out an Assessor-observed mentoring meeting
2.2   Create an outline mentoring agreement
2.3   Respond appropriately to the needs of the person being mentored
2.4   Give feedback to the person being mentored and allow them to respond
2.5   Complete all necessary documentation
2.6   Conclude the meeting appropriately

Unit 04 Demonstrating mentoring skills (D/602/3167) (cont'd)
Learning outcome 3

The learner will:

3   Be able to review their performance as a mentor

The learner can:

3.1   Receive recorded feedback from the observer about the mentoring meeting
3.2   Review their own performance as a mentor
3.3   Prepare a plan to develop their performance as a mentor
3.4   Outline a timeline for each development area

Delivery and assessment
2.1-2.6, 3.1 - The assessor observing the mentoring meeting could provide a witness statement describing the performance of the learner (mentor) against each of the assessment criteria. Alternatively, the meeting could be recorded by video or audio means and assessor feedback added. 3.2 - Learners could prepare a self-reflection report using their experience of the observed mentoring meeting and the recorded feedback from the assessor. Alternatively they can record their reflections via video or audio means.

Types of evidence
Evidence could include: • worksheets - 1.1-1.5 • documentation used during the mentoring meeting - 1.4, 1.5, 2.5 • observation - 2.1-2.6, 3.1 • self-reflection - 3.2 • table or chart-type documents - 3.3, 3.4

Section 3

Assessment and quality assurance

Assessment and quality assurance

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 1 Award in Mentoring is internally assessed and externally quality assured.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2 (page 13).

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the 'Internal Assessment Tasks: Guidance for Centres' on the NCFE website.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide learners can be found on the NCFE website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

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 Quality Assurer.

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

To help our Quality Assurers 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 Quality Assurer 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 Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

Test High School

Recorded evidence: starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.
Venue: School hall
Audience: Assessors, parents and friends

Band 1:
Lead singer – Joe Bloggs (brown hair, front of stage)
Drummer – Tom Smith
Guitar 1 – Dan Brown (blonde hair, blue jumper)
Guitar 2 – Mark Jones (brown hair, left hand side)

Performance of XXX:
Lead male – John Smith
Lead female – Ann Jones
Choir:
Kay Bell (brown hair, back row 3rd from left)
Jane Pattison (blonde hair, back row 5th from left)
Michael Davies (brown hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

Quality Assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

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

External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

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).

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

Section 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 quality assurance 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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Fax: 0191 239 8001
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Website: www.ncfe.org.uk

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