

NCFE

CACHE

Qualification specification

NCFE CACHE Level 2 Award in Helping Skills
QN: 601/7154/6

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Summary of changes

This section summarises the changes to this qualification specification since the previous version (Version 4.1 February 2020).

Version	Publication Date	Summary of amendments
v4.1	February 2020	Information regarding the wellbeing and safeguarding of learners added to Resources .
v4.2	June 2022	<p>Further information added to the qualification summary 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 entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the making use of our websites section about how to access support handbooks.</p>

Section 1: General introduction

About this qualification specification

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 2 Award in Helping Skills.

Total Qualification Time

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.

Barred units, equivalencies and exemptions

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

Recognition of Prior Learning (RPL)

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

Credit transfer

Where a learner has already achieved a unit with credit, we 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.

Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

Each learning outcome is linked to a number of assessment criteria. Evidence must be provided for all the assessment criteria to gain the unit.

Competence-/Skills-based learning outcomes:

- begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

Knowledge-based learning outcomes:

- begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, knowledge-only units are indicated by a star in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a star, it is a skills unit or contains a mix of knowledge and skills.

Entry guidance

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.

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

Making use of our websites

The most recent version of our qualification specification and supporting documents can be found on the NCFE website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification.

The website also contains information about all our qualification, including a qualification factsheet and other support materials.

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

The Public Website

The website contains information about all our qualifications which contains

- Key Facts
- Qualification Specifications
- other support materials

There are also some other key documents that can be referred to when required. For example:

- complaints procedure
- appeals process
- diversity statement.

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website.

To access the secure website, click on the link on the NCFE website and log in using the details provided by the Centre administrator.

Support for Centres

There are a number of support documents available that you might find useful for delivery. These are available to download the NCFE website or can be requested by the customer support team on 0191 239 8000 or email customersupport@ncfe.org.uk

Our customer support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification.

Section 2: About this qualification

Qualification summary	
Title	NCFE CACHE Level 2 Award in Helping Skills
Qualification number	601/7154/6
Aims and objectives	<p>This qualification is designed for anyone who uses, or would like to use, helping skills at work or in a personal capacity. This may include learners who wish to progress towards further qualifications, or learners who wish to study this programme in order to complement other programmes (eg health and social care, children's care, learning and development, voluntary and community work).</p> <p>This qualification aims to:</p> <ul style="list-style-type: none"> • introduce learners to the use of helping skills in everyday life and work. <p>The objectives of this qualification are to support learners to:</p> <ul style="list-style-type: none"> • progress into a role in which helping skills are used • prepare to progress on to similar qualifications at a higher level.
Total Qualification Time (hours)	70
Guided Learning (hours)	52
Credit value	7
Grading system	Achieved/Not Yet Achieved
Minimum age of learner	16
Real work environment (RWE) requirement/ recommendation	No real work environment placement is required for this qualification.
Rule of combination	To be awarded the Level 2 Award in Helping Skills, learners are required to successfully complete 3 mandatory units.

Entry requirements/ recommendations	<p>There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 1 qualification.</p> <p>Entry is at the discretion of the Centre. However, learners should be aged 16 or above to undertake this qualification.</p>
Progression	<p>Learners who achieve this qualification could progress to:</p> <ul style="list-style-type: none"> • Level 2 and 3 qualifications in Health Care or Health and Social Care • Level 2 Award in Mentoring • Level 2 Certificate in Counselling Skills • Level 3 Diploma in Counselling Skills • Level 2 Certificate in Information, Advice or Guidance • Level 3 Award in Counselling Skills and Theory • Level 2 and Level 3 Certificate in Supporting Teaching and Learning in Schools.
Assessment methods	Portfolio of evidence
Additional assessment requirements	<p>This qualification is internally assessed and externally quality assured.</p> <p>Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p>

Useful websites


Centres may find the following websites helpful for materials and resources to assist with the delivery of this qualification:

- The British Association for Counselling and Psychotherapy (BACP): www.bacp.co.uk
- Citizens Advice Bureau: www.citizensadvice.org.uk
- National Counselling Society: www.nationalcounsellingsociety.org

Section 3: Units

Mandatory units

Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Credit	Guided learning hours
★ Unit 01	D/507/4044	Developing self-awareness for the helping relationship	Knowledge	2	3	25
Unit 02	K/507/4046	Developing listening and communication skills for the helping relationship	Knowledge/ Skills	2	2	12
★ Unit 03	H/507/4045	Managing the helping relationship	Knowledge	2	2	15

The star icon  indicates that a unit is knowledge based.

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

Unit layout

For each unit the following information has been provided:

Unit title	Provides a clear, concise explanation of the content of the unit.
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit group	Explains if the unit is mandatory or optional.
Guided learning hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Credit value	The value that has been given to the unit based on the expected learning time for an average learner.
Unit summary	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Delivery and assessment	This includes specific guidance relating to the delivery and assessment of the unit and information to support the learner.
Additional information	Any further information about the unit, eg links to National Skills Standards.
Types of evidence	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.

NB: Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information can be found.

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

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

Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

Unit 01: Developing self-awareness for the helping relationship



Unit reference	D/507/4044	Unit level	2
Unit group	Mandatory		
Credit value	3		
Guided learning hours	25		
Unit summary	This unit will develop the learners' understanding of themselves and the personal qualities that can be used within a helping role. Learners will identify how to meet organisational policy, recognise areas for self-development, and how to act in a way that upholds equality and diversity in the context of a helping relationship.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to develop self-understanding.	1.1. Identify own motivation for helping others.
	1.2. Identify own values and beliefs.
	1.3. Assess how own values and beliefs could have an effect on relationships.
	1.4. Identify own blocks to listening and learning.
	1.5. Explain ways to overcome blocks to listening and learning.
	1.6. Explain the benefits of giving and receiving feedback for personal development.
	1.7. Explain ways in which a helper can look after their own emotional health and well-being .
2. Understand personal qualities relevant to the helping role.	2.1. Identify the personal qualities relevant to a specific helping role.
	2.2. Compare own personal qualities against those relevant to the chosen helping role.

Learning outcomes The learner will:	Assessment criteria The learner can:
	2.3. Explain the importance of developing a range of personal qualities. 2.4. Identify own personal qualities for development.
3. Understand the role of the 'core' conditions within helping relationships.	3.1. Explain each of the core conditions . 3.2. Identify the skills that can be used to demonstrate each of the core conditions. 3.3. Identify own barriers to offering the core conditions. 3.4. Explain the meaning of 'in the here and now'. 3.5. Describe when self-disclosure might be beneficial to the helping relationship. 3.6. Explain the risks involved with self-disclosure in a helping relationship.
4. Know aspects of equality and diversity.	4.1. Define the terms: <ul style="list-style-type: none"> • equality • diversity • stereotyping • labelling • discrimination. 4.2. Outline the importance of valuing individuality. 4.3. Explain why people stereotype others. 4.4. Give examples of the effects that stereotyping, labelling and discrimination can have on individuals or groups.

Delivery and assessment

Key words

1.7. ways in which one's own **health and well-being** can be looked after include:

- making use of opportunities for support
- having adequate rest and relaxation
- recognising the need for personal space
- participating in activities.

2.1. **qualities** could include trustworthiness, honesty, respectfulness, sincerity and fairness

3.1. **core conditions** – empathy, genuineness (congruence) and respectfulness (unconditional positive regard)

Assessment guidance

Types of evidence: oral or written questioning

Assessment criteria: 1.1–1.5

Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Type of evidence: individual notes from a small group discussion

Assessment criteria: 1.6, 1.7, 3.2, 3.3, 4.1-4.4

Additional information: learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. They could also prepare a learner report.

Types of evidence: individual notes or learner report

Assessment criteria: 2.1–2.4, 3.1, 3.4–3.6

Additional information: learners could conduct research and prepare notes or a learner report.

Types of evidence

Evidence could include:

- oral or written questioning
- individual notes from a small group discussion
- individual notes or learner report.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>For this qualification we've highlighted where learning opportunities for the Functional Skills qualifications may be found.</p> <p>This qualification can be used to develop learners':</p> <ul style="list-style-type: none"> • English skills • Information and Communication Technology skills. <p>If a learner wishes to gain a Functional Skills qualification, they must successfully achieve the relevant Functional Skills assessment.</p>
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Unit 02: Developing listening and communication skills for the helping relationship

Unit reference	K/507/4046	Unit level	2
Unit group	Mandatory		
Credit value	2		
Guided learning hours	12		
Unit summary	In this unit learners will investigate the range of communication skills used in helping relationships. They will look at overcoming the barriers to communication they may encounter and develop ways to evaluate their communication skills. Learners will also develop their understanding of the core conditions and other counselling concepts used during helping relationships.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the use of different types of communication skills.	1.1. Identify different forms of communication .
	1.2. Outline why different types of communication skills are used.
	1.3. Identify barriers to communication.
	1.4. Describe ways to overcome barriers to communication.
2. Be able to use different types of communication skills.	2.1. Demonstrate the use of a range of communication skills .
3. Be able to evaluate own use of different communication skills.	3.1. Evaluate own communication skills.
	3.2. Identify own communication skills for development.
	3.3. Reflect on the development of own communication skills.

Delivery and assessment

Key words

1.1. **forms of communication** – written, verbal and non-verbal

1.3. **barriers** are the range of physical, environmental, psychological, social and cultural factors that can interfere with, or distort communication, such as:

- impairment (mental or physical, including sensory)
- the use of jargon or slang
- inappropriate facial expressions or gestures
- environmental noise.

1.4. ways to **overcome** barriers include:

- making the best use of the environment
- listening carefully to what's being communicated
- speaking clearly, only using jargon or slang when appropriate
- speaking at an appropriate pace and in an appropriate tone of voice
- engaging appropriately with people and using non-judgemental language
- using gestures and body language to emphasise what's being communicated
- being aware of individual differences in relation to disability, culture, language, gender and age
- avoiding over-familiarity and respecting personal space.

2.1. all of the following **communication skills** should be covered:

- reflecting
- paraphrasing
- open questioning
- summarising and focusing
- the use of silence
- the use of body language.

Assessment guidance

Types of evidence: oral or written questioning

Assessment criteria: 1.1–1.4

Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Type of evidence: observation/witness testimony

Assessment criterion: 2.1

Additional information: a witness testimony could be prepared by the learner's line manager, supervisor or Assessor. The testimony should be an objective account of what the learner has done and provide sufficient detail to confirm that the learner has met the assessment criterion.

Types of evidence: individual notes or learner report

Assessment criteria: 3.1–3.3

Additional information: learners could conduct research and prepare notes or a learner report.

Types of evidence

Evidence could include:

- oral or written questioning
- observation/witness testimony
- individual notes or learner report.

Additional information

Relationship to occupational standards/NOS mapping

Links to National Skills Standards

For this qualification we've highlighted where learning opportunities for the Functional Skills qualifications may be found.

This qualification can be used to develop learners':

- English skills
- Information and Communication Technology skills.

If a learner wishes to gain a Functional Skills qualification, they must successfully achieve the relevant Functional Skills assessment.

Additional unit assessment requirements

This unit is internally assessed and externally quality assured.

Unit 03: Managing the helping relationship



Unit reference	H/507/4045	Unit level	2
Unit group	Mandatory		
Credit value	2		
Guided learning hours	15		
Unit summary	This unit will give learners an understanding of issues that are specific to helping relationships, including personal safety and appropriate record-keeping. Learners will cover defining and maintaining boundaries and how to set up, manage and end the helping relationship.		

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand issues related to the helping relationship.	1.1. Identify situations where helping skills could be used.
	1.2. Explain which helping skills would be beneficial in different situations.
	1.3. Summarise how the broad principles of an organisational document relate to the use of helping skills.
	1.4. Identify guidance to use when presented with an ethical dilemma.
	1.5. Identify potential issues of risk and safety related to helping relationships.
	1.6. Explain how potential issues of risk and safety could be addressed.
	1.7. State the importance of following organisational guidelines on record-keeping and reporting.
	1.8. Identify the need for support and/or supervision for different situations.

Learning outcomes The learner will:	Assessment criteria The learner can:
2. Understand how to structure a helping relationship.	2.1. Define 'limits of confidentiality' and explain their importance.
	2.2. Identify the limitations to own role and level of competence.
	2.3. Explain the responsibilities that a provider of help may have to others.
	2.4. Explain how to begin , manage and end the helping relationship.
3. Understand the purpose and process of referral.	3.1. State why a referral may be necessary.
	3.2. Identify a situation when a referral would be required.
	3.3. Identify an organisation that can offer help and information relating to a referral situation.
	3.4. Outline the range of services that the organisation identified can offer.
	3.5. Explain how the services identified can be accessed.
	3.6. Outline how to conduct an ethical referral.

Delivery and assessment

Key words

1.3. **broad principles** could include personal qualities, confidentiality, maintaining skills and knowledge, fitness to practice.

1.5. **risk and safety** issues include visiting service users in their own homes, outreach/fieldworkers, basic safety (letting people know who you're seeing, where you are, how long you'll be, checking in at frequent times), and insurance issues.

1.7. learners should be made aware of the issues surrounding **record-keeping** during helping sessions, such as:

- what should be recorded
- how it should be recorded
- who can access the information
- how the information should be stored
- what may need disclosing to others
- requirements relating to data protection.

2.2. **role** in interpersonal relationships with others within a work or voluntary setting

2.3. **responsibilities** include organisational constraints and duties, legal constraints and duties, and complying with organisational policies and working codes of practice

2.4. **begin** – setting and explaining boundaries (contract) for a session or series of sessions and agreeing the initial requirements for help.

end – recognise the signals for ending, consider possibilities for referral, recognise factors that make endings difficult, ending the session or series of sessions appropriately.

3.3. one **organisation** should be chosen; a wide variety of organisations offer help and advice on a range of issues (eg drugs/alcohol, debt, relationships, health, employment rights, victimisation/bullying, or abuse). The organisation may be local or national.

Assessment guidance

Types of evidence: oral or written questioning

Assessment criteria: 1.1, 1.2, 1.5–1.7, 2.1, 2.3

Additional information: learners could respond to a set of pre-prepared questions covering the assessment criteria. Questions and answers should be clearly recorded.

Types of evidence: individual notes or learner report

Assessment criteria: 1.3, 1.4

Additional information: learners could conduct research and prepare notes or a learner report

Type of evidence: individual notes from a small group discussion

Assessment criteria: 1.8, 2.2, 2.4

Additional information: learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording. Learners could also prepare a learner report.

Types of evidence: individual notes or learner report

Assessment criteria: 3.1–3.6

Additional information: learners could conduct research and prepare notes or a learner report.

Types of evidence

Evidence could include:

- oral or written questioning
- individual notes or learner report
- individual notes from a small group discussion.

Additional information	
Relationship to occupational standards/NOS mapping	<p>Links to National Skills Standards</p> <p>For this qualification we've highlighted where learning opportunities for the Functional Skills qualifications may be found.</p> <p>This qualification can be used to develop learners':</p> <ul style="list-style-type: none"> • English skills • Information and Communication Technology skills. <p>If a learner wishes to gain a Functional Skills qualification, they must successfully achieve the relevant Functional Skills assessment.</p>
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.

Section 4: Assessment and quality assurance information

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

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.

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.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade.

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** document on our secure 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 this qualification.

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 our secure website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our secure 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).

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.

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 5: Documents

Useful documents

Mandatory documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

- Evidence Record
- Record of Assessment Cycle

We have also provided notes to guide you when completing these forms:

- Completing the Evidence Record
- Completing the Record of Assessment Cycle

The forms and guidance documents are included within **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on our website.

Resources

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 6: 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 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.

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

Qualification title and reference number:

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