



Qualification specification

**NCFE Level 1 Award for Developing Effective
Thinking Skills**

QN: 500/9949/8

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Summary of changes

This section summarises the changes to this qualification specification.

This document summarises the changes to this qualification specification since the last version (Version X.X Month Year). Please check the NCFE website for the most recent version.

Version	Publication date	Summary of amendments
V4.1	January 2020	Information regarding the wellbeing and safeguarding of learners added to Section 1 (page 9).
V4.2	June 2022	<p>Further information added to the achieving this qualification section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</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 support for centres 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 for Developing Effective Thinking Skills.

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 for Developing Effective Thinking Skills.

Things you need to know

Qualification number (QN)	500/9949/8
Aim reference	50099498
Total Qualification Time (TQT)	20
Guided learning hours (GLH)	20
Credit value	2
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 500/9949/8.

This qualification is aimed at young people wanting to develop their life skills within existing educational systems and employment, but is also extremely effective for those young people on the periphery who are traditionally hard to reach. The qualification is also suitable for learners aged 19+. It is generic enough in nature that it could be undertaken by a wide range of learners in a number of settings. It also complements a large number of other qualifications.

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

Purpose of this qualification

The purpose of this qualification is to develop the learner's life skills within existing educational systems and employment.

Objectives of this qualification

This qualification enables learners to:

- start thinking about the possibilities and alternatives which are available to them
- explore and develop the ability to create positive change
- become equipped to start implementing effective thinking skills
- understand how personal goals need to expand their comfort zones and how to set these personal goals.

Support handbook

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.

Achieving this qualification

To be awarded the Level 1 Award for Developing Effective Thinking Skills, learners are required to successfully complete 2 mandatory units.

Mandatory units

Unit No	Unit title	Credit
Unit 01	Effective thinking	1 credit
Unit 02	Moving from potential to performance	1 credit

The learning outcomes and assessment criteria for each unit are provided in Section 2 (page 10).

The units above may be available as stand-alone unit programmes. Please visit www.ncfe.org.uk/units for further information.

To achieve the NCFE Level 1 Award for Developing Effective Thinking Skills, 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. A Credit Certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

Entry guidance

This qualification is suitable for learners aged pre-16 and above. There are no specific recommended prior learning requirements for this qualification.

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 for Developing Effective Thinking Skills
 - Level 1 and 2 Award and Certificate in Employability Skills
-

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.

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.

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 and on our website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development

- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

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.

Support for centres

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

Customer Support team

Our Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can contact Customer Support on 0191 239 8000 or email customersupport@ncfe.org.uk.

Reasonable Adjustments and Special Considerations Policy

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

Subject maps

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

Fees and Pricing

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

Training and support

We can provide training sessions for Assessors and Internal Moderators. Bespoke subject-specific training is also available. For further information please contact our customer support team on 0191 239 8000.

Learning resources

NCFE offers learning resources to support the delivery of this qualification. Please check the qualification page on our website for more information.

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 summary provides an overview of each unit including:

- unit title and number
- unit summary
- guided learning hours
- credit value
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

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

The regulators' regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and moderation 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 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 customer support team on 0191 239 8000.

Unit 01 Effective thinking (T/600/6746)

Unit summary	This unit will look at effective thinking. It will allow learners to explore how their mind works, enable them to consider how they can control the way they think and behave and allow them to apply effective thinking.
Guided learning hours	10
Credit value	1
Level	1
Mandatory/optional	Mandatory

The learner will:

- 1 Be aware of how their mind works

The learner can:

- 1.1 Give examples of how previous experience causes them to see their world differently
- 1.2 Express their view of their reality and the quality of the life they have

The learner will:

- 2 Understand how to control the way they think and behave

The learner can:

- 2.1 Outline their own personal values
- 2.2 State how option thinking would be used
- 2.3 Define their approach to problem solving
- 2.4 Describe the impact this has on decision making

The learner will:

- 3 Understand how to apply effective thinking

The learner can:

- 3.1 Outline positive outcomes of effective thinking
- 3.2 State what they currently believe are their strengths and abilities
- 3.3 Identify barriers to effective thinking and ways to overcome them

Unit 01 Effective thinking (T/600/6746) (cont'd)**Assessment guidance**

AC	Suggested assessment method
2.1–2.4	Case study, witness statement from discussions, mind mapping
1.1, 1.2	Written assignment, oral and written questioning, presentation, group discussion
3.1–3.3	Learner/peer support, reflective account

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.

Unit 02 Moving from potential to performance (J/600/6749)

Unit summary	This unit introduces constructive behaviours. It will allow learners to identify potential to raise their performance, give them an understanding of the benefits of aiming higher and enable them to set and achieve higher goals.
Guided learning hours	10
Credit value	1
Level	1
Mandatory/optional	Mandatory

The learner will:

- 1 Understand how to identify potential, to raise performance

The learner can:

- 1.1 Outline the value of positive self-talk
- 1.2 Identify the impact of self-talk on raising self-belief
- 1.3 State how this impacts on raised performance

The learner will:

- 2 Understand the benefit of aiming higher

The learner can:

- 2.1 State the importance of self-worth
- 2.2 Discuss what comfort zones they would need to challenge if they really wanted to achieve a goal
- 2.3 Outline why it is important to keep thinking about what they want and to set goals for themselves
- 2.4 Indicate how they motivate themselves

The learner will:

- 3 Be able to set and achieve higher goals

The learner can:

- 3.1 Define the importance of setting goals in all areas of their life
- 3.2 Outline the goal-setting process
- 3.3 State what positive, exciting opportunities they would like to have happen in their life in future
- 3.4 Indicate the benefits of being able to generate drive and energy
- 3.5 Give examples of personal goals

Unit 02 Moving from potential to performance (J/600/6749) (cont'd)**Assessment guidance**

AC	Suggested assessment method
1.1–1.3	Oral and written questioning, presentation, group discussion
2.1–2.4	Group discussion, written assignment
3.1–3.5	Reflective account

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

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 for Developing Effective Thinking Skills is internally assessed.

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 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 11).

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

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

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

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 customer support team on 0191 239 8000.

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).

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.
Locate	Find or identify.
List	Make a list of words, sentences or comments.
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 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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