

Qualification specification

NCFE Level 1 Award in CV Writing
QN: 600/3917/6

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Summary of changes

This section summarises the changes to this qualification specification since the last version (Issue 4 October 2018). Please check the qualification page on our website for the most recent version.

- Information regarding the [wellbeing and safeguarding](#) of learners added to Section 1 (page 12).

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

- 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.
- 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.

Section 1

Qualification overview

Qualification overview

Introduction

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

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.

Things you need to know

Qualification number (QN)	600/3917/6
Aim reference	60039176
Total Qualification Time (TQT)	20
Guided Learning Hours (GLH)	20
Credit value	2
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 600/3917/6.

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

Qualification purpose

This qualification is designed for learners who wish to better their employment opportunities by providing them with the knowledge required for them to produce their own accurate CV.

Qualification objectives

The objective of this qualification is to:

- provide learners with the knowledge and understanding to be able to create their own accurate CV.
-

Achieving this qualification

To be awarded the Level 1 Award in CV Writing, learners are required to successfully complete one mandatory unit.

Unit number	Unit title
Unit 01	Writing a CV

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

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

To achieve the Level 1 Award in CV Writing, learners must successfully demonstrate their achievement of all learning outcomes of the unit as detailed in this qualification specification.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply.

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 team working, 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 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 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.

Entry guidance

This qualification is designed for learners who wish to better their employment opportunities by providing them with the knowledge required for them to produce their own accurate CV.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved an Entry Level 3 qualification. This qualification is suitable for learners aged pre-16 and above.

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.

Progression opportunities

Learners who achieve this qualification could progress to:

- Level 1 Award and Certificate in Employability Skills
 - Level 2 Award and Certificate in Employability Skills
 - Level 1 Award in Job Search and Interview Skills
 - Level 2 Award in Job Search and Interview Skills
-

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

Resource requirements

There are no specific resource requirements for these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

Support for learners

Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

Support for centres

There are a number of documents available on the NCFE website that centres might find useful.

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.

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
- whether a unit is mandatory or optional.

Following the unit summary, there's detailed information containing:

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

The regulated unit number is indicated in brackets (eg J/502/3038). 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 Writing a CV (J/502/3038)

Unit summary	This unit covers the information required to create a CV and allows learners to create their own CV.
Credit value	2
Guided learning hours	20
Level	1
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

- 1 know the type of information usually included in a CV

The learner can:

- 1.1 identify the type of information usually included in a CV
 - 1.2 collect the information they will need to create a CV, ensuring it is accurate and up to date
-

Learning outcome 2

The learner will:

- 2 understand the importance of a reference

The learner can:

- 2.1 identify two people who would be suitable as referees
 - 2.2 give examples of people who would not be acceptable as referees
-

Learning outcome 3

The learner will:

- 3 produce a CV

The learner can:

- 3.1 choose a suitable layout for a CV
 - 3.2 produce an accurate and appropriately laid-out CV using IT
-

Unit 01 Writing a CV (J/502/3038) (cont'd)**Delivery and assessment****1.1 – 1.2**

The learners could take part in a group exercise to discuss what information would be useful to put in a CV. This could be followed up by learner notes to identify their own achievements, skills and qualities. Learners could then summarise the information usually included in a CV into a list. Learners could provide demonstrable evidence of skills and qualities where possible.

Learners should appreciate the importance of honesty and accuracy when recording this information. The Tutor could also emphasise the consequences of inaccurate or false information.

Where group discussions are carried out, evidence should be created to show each learner's contribution. This could be a witness testimony or observation notes.

Learners could produce an individual spider-gram to give a more visual representation of themselves, their skills and qualities.

Learner content is likely to be driven by their age and experiences and it's important to bear this in mind when drawing up CVs. For younger learners, there may be a greater emphasis on sports and hobbies, transferable skills and voluntary work, whereas for more experienced learners, work history and training may have a greater profile.

2.1 – 2.2

The learners could take part in a group exercise where they discuss what is meant by the term 'referee' and who they think would be suitable for this role. This could be followed up by learners noting down who they may select as a referee and why.

It would be beneficial for learners to know the importance of a reference. Learners could discuss what happens if they are not able to supply a referee.

Group exercises and discussions, role play and case studies could be used to generate debate about the appropriateness of different referees for different CVs, job applications and reference types. Following debates and discussions, learners should be able to select 2 suitable referees.

Learners could discuss who would not be appropriate as a referee with a partner or in small groups. They could feed back to the group, as a whole, the criteria and reasons they have used. Discussions could focus on the fact that referees need to be impartial and in a position to comment on the suitability of the learner for the job they may be seeking.

3.1 – 3.2

The learners could take part in a group exercise where they look at, discuss and review a range of CVs. The CVs could be produced by the Tutor or could be real examples.

These CVs could represent a wide range of potential candidates in terms of age, experiences, job sectors and employment types, including part-time, full-time and voluntary. This exercise could be followed up by learners discussing the merits of each CV and selecting the most appropriate style for themselves and their career aspirations.

Learners could discuss and consider a range of online job sites and how, in some cases, CVs are not an acceptable way of applying for a vacancy. However, the same information is usually required to be inputted into online templates.

The learners should understand the need for accurate information, including personal details, achievements and the need to gain permission of any referee used in a CV or job application.

Learners could discuss the conventions of laying out a CV, how many sides of A4 are acceptable, font size and style, and whether or not to include photographs, watermarks or other stand out distinguishing features. Following discussions, learners should decide upon an appropriate style, layout and features for their own CV.

Learners should produce an accurate CV which is laid out in an acceptable way using IT. Ideally, this CV will be for themselves, up to date, accurate and honest.

Learners could discuss how to provide examples of their skills and mindset so that employers can easily match their CV with the requirements of the vacancy.

The Explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.

Types of evidence

Evidence could include:

- sample CVs
- written work
- transcripts from discussions and group activities
- observation notes
- sider-grams (mind maps)
- posters
- witness testimonies
- Assessor observation notes
- learner CVs
- annotated job descriptions.

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 Level 1 Award in CV Writing is internally assessed and externally quality assured.

All the evidence generated by the learner will be assessed against the standards expected of a Level 1 learner and against the assessment criteria for each learning outcome.

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.

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. 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 to 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 (blond 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 considerations should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy, please see the NCFE website.

Contact us

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