Qualification specification

NCFE Entry Level Award in Developing Enterprise Skills (Entry 3)
QN: 601/4148/7

Contents

Summary of changes

This document summarises the changes to this qualification specification.

Version	Publication date	Summary of amendments
V4.1	January 2020	Information regarding the safeguarding of learners added to Section 1
V4.2	June 2022	Information regarding entry requirements added to Section 1 Information regarding support handbooks added to Section 1 Information regarding assessment in English added to Section 2

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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 Entry Level Award in Developing Enterprise Skills (Entry 3).

All information contained in this specification is correct at the time of publishing.

To ensure that you are 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 Entry Level Award in Developing Enterprise Skills (Entry 3).

About this qualification

This is a regulated qualification. The regulated number for this qualification 601/4148/7.

This qualification provides learners with a basic introduction to the main principles of enterprise. Learners will research local enterprising people or entrepreneurs and identify their own enterprise skills and areas for growth. As part of the Developing Enterprise qualification, they'll then apply these skills by taking part in a brief enterprise activity.

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

Things you need to know

NCFE Entry Level Award in Developing Enterprise Skills (Entry 3)

- Qualification number (QN): 601/4148/7
- Aim reference: 60141487
- Total qualification time (TQT): 60
- Guided learning hours (GLH): 45
- Credit value: 6
- Level: Entry Level 3
- 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.

Aims and objectives of this qualification

This qualification aims to:

- help learners to investigate the skills, qualities and attitudes of enterprising individuals
- help learners to identify their own enterprising skills, qualities and attitudes
- allow learners the opportunity to use their own skills, qualities and attitudes by taking part in an enterprising activity.

The objectives of this qualification are to help learners to:

- develop an awareness of their own enterprise skills, as well as those of others, in order to progress to higher level learning and eventual employment
- utilise their enterprise skills in a short enterprising activity
- build an awareness of the enterprise skills they already possess in order to be enterprising within education, life and work.

Entry guidance

This qualification is suitable for learners aged pre-16 and above and designed for those learners who want or need a basic introduction to enterprise.

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 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.

Achieving this qualification

To be awarded the **Entry Level Award in Developing Enterprise Skills (Entry 3)** learners are required to successfully complete **2** mandatory units:

- Unit 01   Introduction to enterprise skills (3 credits)
- Unit 02   Participate in an enterprise activity (3 credits)

The learning outcomes and assessment criteria for each unit are provided in Section 3 (page 16).

To achieve the Entry Level Award in Developing Enterprise Skills (Entry 3) 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.

Progression opportunities

Learners who achieve this qualification could progress to:

- Level 1 Award in Investigating Enterprise Skills
- Level 1 Award in Developing Enterprise Skills
- Level 1 Certificate in Employability Skills
- Level 1 Certificate in Business and Enterprise

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.

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

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.

Support for centres

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.

Centre Support Guide

This explains everything you need to know, from how to apply to become an NCFE-approved centre to registering your learners and claiming their certificates, and everything in between. Centres must seek approval to offer a qualification. Only learners from approved centres can be certificated.

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 our customers - including learners - using 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.

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

Section 4 (page 25) shows how the units of this qualification relate to the skills above.

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

This qualification has also been mapped to the Personal, Learning and Thinking Skills (PLTS) framework. The framework describes the qualities and skills needed for success in learning and life. The PLTS framework was developed over a number of years in consultation with employers, parents, schools, students and the wider public. For more detailed mapping please see Section 4 (page 25).

Section 2

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 Entry Level Award in Developing Enterprise Skills (Entry 3) is internally assessed.

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 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 3 (page 16).

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

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

Evidence may be drawn from actual or simulated situations, where appropriate.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that learners have achieved all learning outcomes and assessment criteria related to the unit being assessed, prior to deciding if learners have been successful. Assessors are also responsible for supporting learners through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

Quality Assurance

Quality Assurance 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 quality assurance – which you carry out
- external quality assurance – which we carry out through our External Quality Assurers 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.

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.

If you'd like to know more about the responsibilities of Assessors and Internal and External Quality Assurers please refer to our Centre Support Guide.

Section 3

Structure and content

Structure and content

This section provides details of the structure and content of this qualification.

The unit summary provides an overview of each unit including:

- unit title
- unit overview
- 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:

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)
- guidance for developing assessment (an explanation of technical terms and the depth and breadth of coverage of the unit)
- assessment guidance (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.

For further information or guidance about this qualification please contact our Product Development team on 0191 239 8000.

Unit summaries

Unit 01 Introduction to enterprise skills (F/506/6308)

In this unit learners will develop an understanding of what makes someone enterprising, including reflecting on their own enterprising attitudes and behaviours. They will also consider the characteristics of a successful entrepreneur.

Guided learning hours: 20
Credit value: 3
Level: Entry Level 3

This unit is **mandatory** for the Entry Level Award in Developing Enterprise Skills (Entry 3).

Unit 02 Participate in an enterprise activity (J/506/6309)

In this unit learners will demonstrate that they can plan, take part in and review an enterprise activity, as well as own skills used.

Guided learning hours: 25
Credit value: 3
Level: Entry Level 3

This unit is **mandatory** for the Entry Level Award in Developing Enterprise Skills (Entry 3).

Unit 01 Introduction to enterprise skills (F/506/6308)

The learner will:

1   Understand what makes someone enterprising

The learner can:

1.1   Define the word 'enterprise'
1.2   Identify an enterprising person
1.3   List the enterprising skills and qualities of the enterprising person
1.4   Outline the attitudes and behaviours of the enterprising person
1.5   List own enterprising skills and qualities
1.6   Identify own enterprising attitudes and behaviours

The learner will:

2   Understand the characteristics of a successful entrepreneur

The learner can:

2.1   Define the word 'entrepreneur'
2.2   Identify a successful entrepreneur
2.3   Outline what the entrepreneur does

Unit 01 Introduction to enterprise skills (F/506/6308) (cont'd)

Assessment guidance

Type of evidence: learner notes/written report

Assessment criteria: all

Additional information: learners could produce notes or short reports to meet the assessment criteria.

Type of evidence: written/oral questioning

Assessment criteria: all

Additional information: learners could be given written or oral questions relating to what makes someone enterprising and the characteristics of successful entrepreneurs.

Where oral questioning is used, questions, learner responses and Assessor feedback should be included in the Assessor (or observer) witness testimony.

Alternatively oral questions and answers could be recorded by audio or video means with Assessor feedback included.

Type of evidence: poster

Assessment criteria: 1.1–1.4, 2.1–2.3

Additional information: learners could produce a poster to demonstrate that they understand the terms 'enterprise' and 'entrepreneur,' which could include photos or information about the enterprising person and/or entrepreneur, and outline their skills and qualities.

Unit 01 Introduction to enterprise skills (F/506/6308) (cont'd)

Type of evidence: skills audit

Assessment criteria: 1.5, 1.6

Additional information: learners could produce an audit of the enterprise skills for the enterprising person, entrepreneur and themselves. This could include communication, creativity, negotiation, risk awareness, time management, problem solving, networking, team working, understanding need, initiative or any other enterprising skills.

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 quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 02 Participate in an enterprise activity (J/506/6309)

The learner will:

1　　　Be able to plan an enterprise activity

The learner can:

1.1　　Identify an enterprise activity to take part in
1.2　　State the objectives of the enterprise activity
1.3　　Identify the actions that need to be carried out to complete the enterprise activity
1.4　　Identify own actions and timescales
1.5　　Identify available sources of support

The learner will:

2　　　Be able to take part in the enterprise activity

The learner can:

2.1　　Complete own actions to the required standard and timescales
2.2　　Update others on own progress

The learner will:

3　　　Be able to review the enterprise activity

The learner can:

3.1　　Identify what went well during the enterprise activity
3.2　　State whether the activity met the original objectives
3.3　　Identify what could be improved
3.4　　Identify own enterprise skills to be improved as a result of   the enterprise activity
3.5　　Identify ways to use and improve own enterprise skills

Unit 02 Participate in an enterprise activity (J/506/6309) (cont'd)

Assessment guidance

Type of evidence: learner notes/written report

Assessment criteria: all

Additional information: learners could produce notes or short reports to meet the assessment criteria.

Type of evidence: written or oral questioning

Assessment criteria: 1.1–1.5, 3.1–3.5

Additional information: learners could be given written or oral questions relating to their choice of enterprise activity and how they felt it went. Where oral questioning is used, questions, learner responses and Assessor feedback should be included in the Assessor (or observer) witness testimony.

Alternatively oral questions and answers could be recorded by audio or video means with Assessor feedback included.

Type of evidence: observation

Assessment criteria: 2.1, 2.2

Additional evidence: evidence may be supplied by observation of activities, where the learner is able to demonstrate that they have completed their own actions and updated others on their progress. The observation record authenticated by the Assessor must highlight the individual performance of the learner against each aspect of the assessment criterion. It should be an objective account of what the learner has done and must provide sufficient detail to confirm that the learner has met the assessment criteria.

Type of evidence: diary

Assessment criteria: 2.1, 2.2

Additional information: learners could keep a diary outlining their contribution to the project.

Unit 02 Participate in an enterprise activity (J/506/6309) (cont'd)

Type of evidence: skills audit

Assessment criteria: 3.4, 3.5

Additional information: if learners have already produced a skills audit for the previous unit they could update it showing how their own enterprise skills were used and/or could be improved as a result of the enterprise activity.

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 quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Section 4

Links to National Skills Standards

Links to National Skills Standards

We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.

We've also highlighted which of the Personal Learning and Thinking Skills (PLTS) link into the units of this qualification.

The mapping is only at the level of the unit.

English

All units

Mathematics

There are no specific opportunities to develop this skill

ICT

There are no specific opportunities to develop this skill

PLTS Independent Enquirers

There are no specific opportunities to develop this skill

PLTS Creative Thinkers

There are no specific opportunities to develop this skill

PLTS Reflective Learners

All units

PLTS Team Workers

All units

PLST Self-managers

There are no specific opportunities to develop this skill

PLTS Effective Participators

Unit 02

For further information please contact a member of the Product Development team.

Section 5

Explanation of terms

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

Contribute to	Give ideas or opinions about the subject.
Demonstrate	Show an understanding of the subject.
Describe	Provide some details about the subject or item.
Explain	Provide some details about the subject with simple reasons showing how or why.
Give (an example of…)	Provide a relevant example to support the subject.
Identify	List or name some of the main points.
Indicate	Point out or show.
Label	Give the correct name to identify the subject.
List	Make a list of words, sentences or comments.
Name	Give the correct words which identify the subject.
Order	Arrange in a logical way.
Plan	Think about, organise and give information in a logical way. This could be presented as written information, a diagram or an illustration.
Respond to	Reply or answer in words.
Show	Give some information that includes knowledge about the subject.
State	Give some of the main points in brief, clear sentences.

Section 6

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.

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