Qualification specification

NCFE Level 2 Certificate in Understanding Workplace Violence and Harassment
QN: 603/3928/7

Contents

Summary of changes

This document summarises the changes to this qualification specification since the last version (Version 1.0 January 2019). Please check the qualification page on our website for the most recent version.

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Version	Publication date	Summary of amendments
v1.1	January 2020	Information regarding the wellbeing and safeguarding of learners added to Section 1.
v1.2	June 2022	Updates made regarding: • English language statement • Entry requirements statement • Support handbook reference

Section 1
Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 2 Certificate in Understanding Workplace Violence and Harassment (603/3928/7).

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 full regulated qualification title.

Things you need to know

Qualification number (QN)	**603/3928/7**
Aim reference	60339287
Total Qualification Time (TQT)	140
Guided Learning Hours (GLH)	110
Level	2
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.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 603/3928/7.

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 want to increase their knowledge and understanding of workplace violence and harassment across any sector.

This will focus on the study of possible causes of violence in the workplace and how to reduce the risk of workplace violence and harassment.

Qualification objectives

The objectives of this qualification are to:

- provide learners with an understanding of how organisational policies and procedures can contribute to a safe working environment
- provide learners with an understanding of why workplace violence may occur, the possible causes and how the risk of workplace violence can be reduced
- provide learners with an understanding of equality, diversity and inclusion in the workplace.

Achieving this qualification

To be awarded the NCFE Level 2 Certificate in Understanding Workplace Violence and Harassment (603/3928/7), learners are required to successfully complete 4 mandatory units.

Unit number	Unit title
Unit 01	Contributing to a Positive and Safe Working Environment
Unit 02	Violence in the Workplace
Unit 03	Understanding Aggression, Bullying and Harassment in the Workplace
Unit 04	Understand Equality, Diversity and Inclusion in the Workplace

The learning outcomes for each unit are provided in Section 2.

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

To achieve the NCFE Level 2 Certificate in Understanding Workplace Violence and Harassment (603/3928/7), learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

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.

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.

Direct Claim Status

Direct Claim Status will not be transferred for this qualification. This is a new qualification, the content of which is not covered in any existing single NCFE qualification.

This qualification is eligible for Direct Claim Status.

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

Work placement/experience requirements

There is no requirement for a learner to undertake any work experience or placement to meet the requirements of this qualification. Those who are in work can provide evidence from real-life situations.

Guidance for entry and registration

This qualification is designed to increase learners' knowledge and understanding of violence and harassment in the workplace, across any sector.

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.

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 all learners are capable of achieving the learning outcomes (LOs) and complying with the relevant literacy, numeracy and health and safety requirements.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Progression opportunities

Learners who achieve this qualification could progress to:

- NCFE Level 3 Certificate in the Principles of Customer Service (601/7073/6)
- NCFE Level 3 Diploma in Customer Service (601/3974/2)
- NCFE Level 3 Diploma in Skills for Business: Customer Service (603/2491/0).

It may also be useful to learners studying qualifications in the following sectors:

- Retail
- Health, Public Services and Care
- Business, Administration and Law.

Qualification dates

The qualification review date is the date by which we will have carried out a review of the qualification.

We will communicate changes relating to extensions to qualifications to centres.

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.

Resource requirements

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

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.

Support for learners

Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This document can be downloaded free of charge on 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. You can contact our Customer Support Assistant 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.

Useful websites

Centres may find the following website(s) helpful for materials and resources to assist with the delivery of this qualification:

- The Health and Safety Executive (HSE): http://www.hse.gov.uk/violence/
- Suzy Lamplugh Trust: https://www.suzylamplugh.org/.

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 Customer Support 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.

Third-party products

Products to support the delivery of this qualification are offered by the following third-party suppliers:

- Learning Curve Group.

For more information about these resources and how to access them please visit our website.

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
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional.

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

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

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

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Customer Support team at NCFE.

For further information or guidance about this qualification, please contact our Customer Support team on 0191 239 8000.

Unit 01 Contributing to a positive and safe working environment (A/617/3982)

Unit summary	This unit aims to provide learners with an understanding of how organisational policies and procedures can contribute to creating a positive and safe working environment, in addition to understanding their own responsibilities and limitations. The learner will also have an understanding of risk assessment and how to promote a positive and supportive workplace culture.
Guided learning hours	30
Level	2
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

1   Understand how organisational policies and procedures can contribute to a positive and safe working environment

The learner can:

1.1   State why organisational policies and procedures are necessary
1.2   Describe the advantages of workplace policies and procedures
1.3   List the policies and procedures an organisation should have as a minimum
1.4   Explain how to contribute to a positive and safe working environment

Learning outcome 2

The learner will:

2   Understand personal responsibilities and limitations in contributing to a positive and safe working environment

The learner can:

2.1   Explain what is meant by the terms 'responsibilities' and 'limitations' in relation to a job role
2.2   Explain why it is important to work within own job responsibilities
2.3   Describe how to clarify the scope and responsibilities of own job role
2.4   Identify the responsibilities and limitations within a job role in contributing to a positive and safe working environment

Unit 01 Contributing to a positive and safe working environment (A/617/3982) (cont'd)

Learning outcome 3

The learner will:

3   Understand risk assessments in the workplace

The learner can:

3.1   Define the term risk assessment as it relates to personal safety and prevention of violence in the workplace
3.2   Identify the main components of a personal safety risk assessment
3.3   Explain how risk assessments can contribute to a safe working environment
3.4   Outline the legal requirements for risk assessments

Learning outcome 4

The learner will:

4   Understand the importance of a positive and supportive culture in the workplace

The learner can:

4.1   Define what is meant by 'Company Culture'
4.2   Explain how 'Company Culture' can impact on a positive and safe working environment
4.3   Describe the benefits of promoting a positive, supportive culture in the workplace
4.4   Identify how employers can promote a positive and supportive workplace

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Unit 01 Contributing to a positive and safe working environment (A/617/3982) (cont'd)

Learning outcome 5

The learner will:

5　　Understand personal safety in terms of lone working

The learner can:

5.1　　Define what is meant by 'lone working'
5.2　　Give examples of types of lone working
5.3　　Identify the hazards of working alone
5.4　　Identify ways to control the risk for lone workers
5.5　　Explain why it is important to maintain regular contact/supervision with lone workers
5.6　　Explain why it is important to regularly review policies, procedures and working practices

Unit 01 Contributing to a positive and safe working environment (A/617/3982) (cont'd)

Assessment guidance

Delivery and assessment
1.2 The learner should provide a minimum of 4 appropriate advantages. 1.3 The list provided by the learner should contain a minimum of 6 policies and procedures, examples may include: • Workplace Health and Safety Policy • Drug and Alcohol Policy • Workplace Bullying and Harassment Policy • Equal Opportunity/Diversity Policy • Sexual Harassment Policy • Internet and Email Usage Policy • Social Media Policy • Code of Conduct • Safety planning and objectives procedures • Communication and consultation procedure • Hazard identification procedure. • Modern slavery statement • Home working policy • Lone working policy 2.2 Learners should provide evidence which considers how working outside of own responsibilities may impact upon: • workplace stress • workplace conflict • service delivery • meeting performance targets. 2.3 For example: • review job role and identify areas of concern • clarify with line manager/supervisor • ensure any changes to role and responsibilities are confirmed in writing. Ideally, a job description will encompass all responsibilities for a position and explain the duties in a clear and specific manner. Some job descriptions may be incomplete and result in a person performing duties that are too challenging, too easy or incorrectly assigned. 3.4 The learner should outline the legal requirements for conducting risk assessments, including: • how long an assessment should be kept • when it should be reviewed • the types of documents that should be held within an organisation's Health & Safety File.

4.2 Learners should include common positive and negative attributes of company culture which can impact on a safe working environment.

4.4 Learners should be encouraged to describe a minimum of 5 positive and supportive actions and the impact these actions would have.

5.3 The learner should identify possible hazards in working alone in different situations. For example, if home visits are being carried out alone and a client begins to show signs of aggression, the risk will be higher if the worker:

- has not had training on handling violence and aggression
- no colleagues are around to provide back up or support
- does not have a way of signalling for help.

5.5 The learner could include examples of ways to maintain contact.

Types of evidence

Evidence could include:

- learner written statement
- written or oral question and answer
- discussion
- assignment
- case study.

Unit 02 Violence in the workplace (F/617/3983)

Unit summary	The aim of this unit is to provide learners with an understanding of workplace violence. Learners will understand the possible causes of violence in the workplace, how to reduce the risk of workplace violence and reporting procedures to follow when workplace violence occurs.
Guided learning hours	30
Level	2
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

1   Understand workplace violence

The learner can:

1.1   Define the term 'work-related violence'
1.2   Describe what is meant by:
- abuse
- harm
- assault.
1.3   List behaviours which could be termed as types of abuse
1.4   Identify industries and job roles where there is a greater risk of workplace violence
1.5   Identify how often instances of work-related violence occur
1.6   Explain the impact violence in the workplace can have on the:
- individual
- business.

Learning outcome 2

The learner will:

2   Understand the possible causes of violence in the workplace

The learner can:

2.1   Identify the possible causes of violence in the workplace
2.2   Explain why conflict arises and how it can lead to violence
2.3   Describe potential warning signs and trigger points of violent behaviour
2.4   Give examples of techniques that can be used to defuse conflict situations
2.5   Describe the action that should be taken if the situation cannot be defused

Unit 02 Violence in the workplace (F/617/3983) (cont'd)

Learning outcome 3

The learner will:

3   Understand the reporting procedures following workplace violence

The learner can:

3.1   Identify the legislation which underpins the reporting of serious workplace violence
3.2   Describe actions to be taken within the workplace following a violent incident which has not
           resulted in serious injury
3.3   Explain why victims of workplace violence or harassment can be reluctant to report matters
3.4   Identify what support is available after an incident has occurred

Learning outcome 4

The learner will:

4   Understand how to prevent the risk of violence in the workplace

The learner can:

4.1   Describe the employer's legal responsibility to prevent workplace violence
4.2   Identify how workers can contribute to the prevention of workplace violence
4.3   Explain the legislative framework supporting the prevention from violence and the protection of
           employees in the workplace

Unit 02 Violence in the workplace (F/617/3983) (cont'd)

Assessment guidance

Delivery and assessment

1.1 For example, as defined by The Health and Safety Executive (HSE).
 	
1.5 For example, as noted in reports by The HSE.
 	
2.1 Learners could consider both internal and external causes of workplace violence.
 	
2.2 Learners could refer to case studies or personal experiences.
 	
2.3 Warning signs could be:
 	
    • crying, sulking or temper tantrums
    • excessive absenteeism or lateness
    • pushing the limits of acceptable conduct or disregarding the health and safety of others
    • disrespect for authority
    • increased mistakes or errors, or unsatisfactory work quality
    • refusal to acknowledge job performance problems.
 	
Trigger points could be:
 	
    • flushed or pale face
    • sweating
    • pacing, restless, or repetitive movements
    • signs of extreme fatigue (eg, dark circles under the eyes)
    • trembling or shaking
    • clenched jaws or fists
    • exaggerated or violent gestures
    • change in voice
    • loud talking or chanting
    • shallow, rapid breathing
    • scowling, sneering or use of abusive language
    • glaring or avoiding eye contact
    • violating your personal space (they get too close).
 	
Sometimes it is not what a person says, but what their body is "doing". Caution must be used if a person shows one or more of the "non-verbal" signs or body language above.
 	
3.1 Eg RIDDOR - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations.
 	
3.2 Eg use of an accident book; incident reports; investigations; notes of what happened, when, who was involved and who witnessed; depending on the circumstances a note in a diary or discussion at a staff meeting if verbal abuse is experienced frequently.

4.3 Learners must explain the current legislative framework as applies in their own home nation. This could include the history behind the legislation, why it was introduced, together with examples to demonstrate knowledge and comprehension.
Types of evidence
Evidence could include: • learner written statement • written or oral question and answer • discussion • assignment • case study.

Unit 03 Understanding aggression, bullying and harassment in the workplace (R/617/3986)

Unit summary	The aim of this unit is to provide the learner with an understanding of aggressive behaviour, bullying and harassment in the workplace. The aims of this unit are to provide the learner with an understanding of aggressive behaviour, techniques to de-escalate such behaviour and outline the impact that aggressive communications can have on the workplace.
Guided learning hours	25
Level	2
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

1   Understand aggression and how to deal with aggressive people in the workplace

The learner can:

1.1   Define the term 'aggressive behaviour'
1.2   Explain the 3 principal types of aggression
1.3   Describe how to deal with an aggressive person in the workplace

Learning outcome 2

The learner will:

2   Understand bullying and harassment in the workplace

The learner can:

2.1   Define the terms bullying and harassment
2.2   Explain how to identify bullying and harassment in the workplace
2.3   Give examples of bullying and harassment in the workplace in relation to the following terms:
   • interests
   • beliefs
   • age
   • lifestyles
   • personal characteristics
   • cultural identities.
2.4   Explain the effects and implications bullying and harassment can have on the:
   • individual
   • business.
2.5   Identify legislation related to bullying and harassment.

Unit 03 Understanding aggression, bullying and harassment in the workplace (R/617/3986) (cont'd)

Learning outcome 3

The learner will:

3   Understand how to respond to bullying or harassment in the workplace

The learner can:

3.1   Describe what actions to take where there are concerns that an individual is being bullied or harassed
3.2   Explain why individuals may not disclose bullying or harassment
3.3   State why it is important to record and report incidents of bullying and harassment
3.4   Explain what actions might be taken following an incident of bullying or harassment in the workplace
3.5   Describe how to resolve difficulties in a work relationship

Learning outcome 4

The learner will:

4   Understand aggressive communication within the workplace

The learner can:

4.1   Describe some of the types of aggressive language an employee might encounter in the workplace
4.2   Describe how language can play an important role in resolving conflict arising from aggressive communication
4.3   Identify methods of communication within the workplace where aggression may be encountered

Unit 03 Understanding aggression, bullying and harassment in the workplace (R/617/3986) (cont'd)

Assessment guidance

Delivery and assessment
1.2 The learner must cover the 3 principal types of aggression in their own words and provide examples of each. These are: • reactive-expressive aggression (verbal and physical aggression) • reactive in-expressive (hostility) • pro-active relational aggression (aggression that can break human relationship, for instance by circulating malicious rumours). 1.3 Eg can the problem be resolved informally at first,for example, talk to their manager/supervisor; report to the human resources (HR) department; approach a trade union representative; or formally take forward a complaint using the employer's grievance procedure; take legal action at an <u>employment tribunal</u>. 2.3 It is important to note that bullying and harassment can happen: • face-to-face • by letter • by email • by phone • via social media. 2.5 Learners must identify legislation as applicable in own home nation, eg Equality Act 2010, Malicious Communications Act 1988; Protection from Harassment Act 1997 This work could include the history behind the legislation and why it was introduced, together with examples to demonstrate knowledge and comprehension. 4.1, 4.2 It is important to ensure that language used is appropriate to the situation and is not inflammatory or likely to worsen the situation and can create an environment whereby a resolution can be achieved. An important aspect to understanding a conflict situation is to listen to what the other person or persons are saying.
Types of evidence
Evidence could include: • learner written statement • written or oral question and answer • discussion • assignment • case study.

Unit 04 Understand equality, diversity and inclusion in the workplace (J/617/3984)

Unit summary	The aim of this unit is for the learner to develop an understanding of equality, diversity and inclusion in the workplace. This will include current workplace legislation and how individual rights are protected.
Guided learning hours	25
Level	2
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

1   Understand equality, diversity and inclusion in the workplace

The learner can:

1.1   Define the terms 'equality', 'diversity' and 'inclusion' in the context of the workplace
1.2   Describe the benefits of having a diverse and inclusive workplace
1.3   Describe what is meant by the following terms:
- stereotyping
- prejudice
- labelling
- protected characteristics
- positive action
- discrimination.
1.4   Explain how a person's attitudes, values and beliefs may influence their behaviour towards others
1.5   Describe the damaging effects stereotyping and labelling can have on:
- individuals
- the workplace.

Unit 04 Understand equality, diversity and inclusion in the workplace (J/617/3984) (cont'd)

Learning outcome 2

The learner will:

2   Understand how the rights of individuals are protected in the workplace

The learner can:

2.1   Explain why it is important that equality and diversity policies are followed in the workplace
2.2   Describe the rights individuals have under current legislation
2.3   Describe the consequences for an organisation of not trying to create or maintain a diverse and equal environment, looking at:
- legal consequences
- economic/business consequences
- social/moral consequences.

Assessment guidance

Delivery and assessment
1.1 Learners should clearly define the terms within the context of the working environment and should be able to provide examples of each to confirm knowledge and comprehension.
1.2 The learner should include at least 4 suggested benefits, eg: • wide range of talents, skills and experiences   • language skills   • widens the pool of candidates for employment   • reflective of community and customer base.   1.3 Protected characteristics as provided by the Equality Act 2010.   1.3 Discrimination should include: direct, indirect and by association.

Types of evidence
Evidence could include: • report or presentation   • learner written statement   • written or oral questioning   • professional discussion   • assignment   • poster/montage   • audio/visual.

Section 3
Assessment and quality assurance

Assessment and quality assurance

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The NCFE Level 2 Certificate in Understanding Workplace Violence and Harassment (603/3928/7) is internally assessed and externally quality assured.

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.

Internally assessed work should be completed by the learner in accordance with the qualification specification.

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.

If a centre needs to create their own internal assessment tasks, there are 4 essential elements in the production of successful centre-based assessment tasks, these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs, or assessment criteria
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Please see the guidance document for creation of internal assessment tasks on our website.

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.

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly, but should only show work relevant to what is being assessed. For example, if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating, we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good-quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

Test High School

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

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

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

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

Quality assurance

Internal quality assurance

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

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

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

External quality assurance

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

NCFE assessment strategy

Knowledge LOs:

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/skills LOs:

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Section 4

Explanation of terms

Explanation of terms

This table explains how the terms used at Level 2 in the unit content are applied to this qualification (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.

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 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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