



Qualification specification

**NCFE Level 2 Certificate in Understanding Data
Protection and Data Security
QN: 603/3639/0**

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Summary of changes

This section summarises the changes to this qualification specification.

Version	Publication Date	Summary of amendments
v1.0	November 2018	First publication
v2.0	February 2019	p.24, amendment to Delivery and Assessment – 1.6 has been changed to 1.7
v3.0	February 2019	Changes to the 'key words' requirements from 'to include' to 'could include'. This relates to: Unit 2: AC 2.1, 2.4 (page 20) Unit 3: AC 1.1, 1.2 (page 22) Unit 3: AC 2.1, 2.2, 2.3 (page 23) Unit 3: AC 3.2 (page 24)
v3.1	January 2020	Information regarding the wellbeing and safeguarding of learners added to Section 1 (page 15)
v3.2	June 2022	Information added to the guidance for entry and registration section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. Information added to the support for centres section about how to access support handbooks . Further information added to the how the qualification is assessed 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.
v3.3	August 2023	p.18, amendment made to unit 1: AC 1.6 deletion of bullet points 'special category data' and 'criminal defence data'.

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 2 Certificate in Understanding Data Protection and Data Security.

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

To ensure that you're using the most up-to-date version of this qualification specification, please check the issue date in the page headers against that of the qualification specification on the NCFE website

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 2 Certificate in Understanding Data Protection and Data Security.

Things you need to know

Qualification number (QN)	603/3639/0
Aim reference	60336390
Total Qualification Time (TQT)	130
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 603/3639/0.

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

Qualification purpose

The purpose of this qualification is to allow learners to demonstrate understanding of data protection and data security. It will help learners progress to a work role where data protection and data security knowledge is required.

Qualification objectives

The objectives of this qualification are to enable learners to:

- understand current data legislation
 - understand steps organisations might take to help protect data
 - understand how to protect their own data
 - understand how to protect ICT systems from common threats
 - understand the consequences of not protecting data and systems.
-

Achieving this qualification

To be awarded the Level 2 Certificate in Understanding Data Protection and Data Security, learners are required to successfully complete all four mandatory units.

Mandatory units

Unit number	Unit title
Unit 01	Understand current data protection legislation
Unit 02	Understand organisational procedures concerning data
Unit 03	Understand threats to ICT systems and data
Unit 04	Understand the consequences of not protecting data

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

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

To achieve the Level 2 Certificate in Understanding Data Protection and Data Security, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

A partial certificate can be requested for learners who don't achieve their full qualification but have achieved at least one whole 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.

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 for learners who wish to improve their knowledge of data protection and data security.

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 in the business, administration and law sector.

This qualification is suitable for learners aged pre-16 and above.

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:

- Level 2 Certificate in Principles of Business Admin
- Level 2 Certificate in Principles of Team Leading
- Level 2 Certificate in Principles of Customer Service
- Level 2 Certificate in ICT Systems and Principles
- Level 2 Certificate in IT User Skills (ITQ)
- Level 2 Certificate in Digital Skills for Work
- Level 3 Certificate in Principles of Business Admin
- Level 3 Certificate in Principles of Customer Service.

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

- Business, Administration and Law
 - Information and Communication Technology.
-

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

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

Staffing requirements

Centres delivering any of NCFE's qualifications must:

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

Assessors and internal quality assurance

Staff involved in the assessment and internal quality assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence at the same level or higher as the units being assessed and 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 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

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.

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 your 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 websites helpful for materials and resources to assist with the delivery of this qualification:

- Information Commissioner's Office - <https://ico.org.uk/>
- The UK Government Legislation website - <https://www.legislation.gov.uk/>
- Action Fraud - <https://www.actionfraud.police.uk/>
- The National Cyber Security Centre - <https://www.ncsc.gov.uk/>.

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 our 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 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 Understand current data protection legislation (K/617/2469)

Unit summary	The aim of this unit is to provide learners with an overview of the key data legislation that organisations are required to comply with.
Guided learning hours	35
Level	2
Mandatory/optional	Mandatory

Learning outcome 1**The learner will:**

- 1 Understand the General Data Protection Regulation

The learner can:

- 1.1 Define what is meant by personal data
- 1.2 Describe the purpose of the General Data Protection Regulation (GDPR)
- 1.3 Define the following in relation to GDPR:
 - a controller
 - a processor.
- 1.4 Describe the following key principles of the general data protection regime:
 - lawfulness, fairness and transparency
 - purpose limitation
 - data minimisation
 - accuracy
 - storage limitation
 - integrity and confidentiality
 - accountability.
- 1.5 Explain what is meant by a lawful basis for processing personal data
- 1.6 Describe the following lawful bases:
 - consent
 - contract
 - legal obligation
 - vital interests
 - public task
 - legitimate interests
- 1.7 Describe the following individual rights:
 - right to be informed
 - right of access
 - right of rectification
 - right to erasure
 - right to restrict processing
 - right to data portability
 - right to object
 - rights related to automated decision making including profiling.

Unit 01 Understand current data protection legislation (K/617/2469) (cont'd)

- 1.8** Describe the role of a Data Protection Officer (DPO)
 - 1.9** Outline what a Data Protection Impact Assessment (DPIA) is
 - 1.10** Outline what should happen in the event of a personal data breach
-

Learning outcome 2**The learner will:**

- 2** Understand the purpose of the Data Protection Act

The learner can:

- 2.1** Explain the purpose of the Data Protection Act
 - 2.2** Describe the following elements of the Data Protection Act:
 - general data processing
 - law enforcement processing
 - intelligence services processing
 - regulation and enforcement.
 - 2.3** Explain how the Data Protection Act differs from the GDPR
-

Learning outcome 3**The learner will:**

- 3** Understand the purpose of the Freedom of Information Act

The learner can:

- 3.1** Explain the purpose of the Freedom of Information Act
-

Assessment guidance

Delivery and assessment

It is important that learners focus on the latest version of the above regulations/legislation/acts to give the qualification currency.

For **learning outcome 3**, it is important to ensure learners understand that the Freedom of Information Act is only applicable to public authorities.

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:

- case studies
- questioning
- coursework
- research documents
- presentations.

Unit 02 Understand organisational procedures concerning data (D/617/2470)

Unit summary	The aim of this unit is to provide learners with an understanding of organisational procedures concerning data, including steps organisations might take to protect the data they hold and the importance of doing so.
Guided learning hours	25
Level	2
Mandatory/optional	Mandatory

Learning outcome 1**The learner will:**

- 1 Understand organisational procedures concerning data

The learner can:

- 1.1 Outline procedures an organisation might have for the:
 - recording of data
 - storage of data
 - disposal of data.

Learning outcome 2**The learner will:**

- 2 Understand procedures to maintain data confidentiality and security

The learner can:

- 2.1 Describe **ways** to protect stored data
- 2.2 Outline the **two basic techniques** for encrypting information
- 2.3 Describe the advantages and disadvantages of each encryption technique
- 2.4 Explain the **security checks** an organisation might make before releasing information
- 2.5 Explain the actions an organisation might take where:
 - a customer is unable to satisfy the required security checks
 - they suspect an attempt at fraud.

Key word(s)

- 2.1 **Ways** could include the use of encryption and passwords
- 2.2 The **two basic techniques** are symmetric and asymmetric
- 2.4 **Security checks** could include passwords, confirming account information etc

Assessment guidance

Delivery and assessment

The aim of this unit is for learners to start thinking about the content covered in Unit 01 and apply it within an organisational setting. This could be within an organisation they are or have been part of, or could be in a more general context.

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:

- case studies
- questioning
- coursework
- research documents
- presentations.

Unit 03 Understand threats to ICT systems and data (H/617/2471)

Unit summary	This unit provides learners with knowledge of common threats to ICT systems and data and ways to protect ICT systems from these threats. Learners will also understand how to protect their own devices and data.
Guided learning hours	30
Level	2
Mandatory/optional	Mandatory

Learning outcome 1**The learner will:**

- 1 Know the common types of threat to ICT systems and data

The learner can:

- 1.1 Explain common types of **physical threat** to ICT systems and data
- 1.2 Explain common types of **electronic threat** to ICT systems and data
- 1.3 List the security vulnerabilities associated with remote access technologies
- 1.4 Explain what a denial of service (DoS) attack is
- 1.5 Define what social engineering is
- 1.6 Define the following social engineering techniques:
 - phishing
 - vishing.
- 1.7 Explain ways to report breaches of security or suspicious online behaviour internally

Key word(s)

- 1.1 **Physical threats** could include physical access, hardware damage, loss and theft
 - 1.2 **Electronic threats** could include denial of service, data theft or damage, unauthorised use
-

Learning outcome 2

The learner will:

2 Know how to protect ICT systems

The learner can:

- 2.1 Identify methods of providing **physical access** control and security for ICT systems and data
 - 2.2 Identify methods of providing **electronic access** control and security for ICT systems and data
 - 2.3 Describe types of **malicious software**
 - 2.4 Outline the impact of malicious software
 - 2.5 Describe ways to prevent malicious software
-

Key word(s)

2.1 **Physical access** could include locks, biometric controls, CCTV and shielding

2.2 **Electronic access** could include firewalls, virtual networks, secure connection/transfer protocols, secure wireless connection

2.3 **Malicious software** could include the following:

- virus
- trojan
- adware
- ransomware
- bot
- worm
- spyware.

2.3 **Malicious software** changes over time so learners should be aware of new emerging types where not listed above.

Learning outcome 3**The learner will:**

3 Understand how to protect their own personal data and devices

The learner can:

- 3.1** Outline potential types of threat to their own personal data
- 3.2** Describe **ways** to protect their own personal information and data
- 3.3** Outline the range of software and tools available to help protect personal data and devices
- 3.4** Explain how to differentiate between trustworthy and untrustworthy sources of information online

Key word(s)

3.2 **Ways** could include use of complex passwords/passphrases

Assessment guidance

Delivery and assessment
<p>1.3 Should include wireless.</p> <p>1.7 This assessment criteria is about escalation of an issue and should look at when to report a breach or suspicious online behaviour and how to go about reporting it.</p> <p>Learning outcome 3 is about the learner applying what they've learned to their own personal circumstances and should include both physical and electronic threats to their own personal data and devices.</p> <p>The Explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • case studies • questioning • coursework • research documents • presentations.

Unit 04 Understand the consequences of not protecting data (K/617/2472)

Unit summary	This unit aims to ensure learners understand the consequences of not protecting data.
Guided learning hours	20
Level	2
Mandatory/optional	Mandatory

Learning outcome 1**The learner will:**

- 1 Understand the potential consequences of not protecting data

The learner can:

- 1.1 Explain the potential consequences not protecting data could have on an organisation, including the following areas:
 - legal/regulatory impact
 - reputational impact
 - financial impact.
 - 1.2 Describe the potential consequences of an employee sharing confidential business or customer data
-

Learning outcome 2**The learner will:**

- 2 Understand the impact of data breaches on individuals

The learner can:

- 2.1 Explain the potential impact on individuals if their data is accessed or distributed without consent
 - 2.2 Describe steps an individual can take if they suspect their data has been accessed or distributed without consent
-

Assessment guidance

Delivery and assessment
<p>1.1 Learners could look at media reports of data breaches.</p> <p>1.2 Learners will understand the consequences of sharing confidential business or customer data and the ways in which this could be shared. This is an opportunity to discuss the potential consequences of sharing data or information via social media, amongst other ways of sharing data.</p> <p>2.1 Important to cover identify theft and its potential impact here.</p> <p>The Explanation of terms (Section 4) explains how the terms used in the unit content are applied to this qualification.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none">• case studies• questioning• coursework• research documents• presentations.

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 2 Certificate in Understanding Data Protection and Data Security is internally assessed and externally quality assured.

All the evidence generated by the learner will be assessed against the standards expected of a Level 2 learner.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence 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 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.
-

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 our 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 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.

Explanation of terms (cont'd)

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

Contact us

NCFE
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Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT

Tel: 0191 239 8000*

Fax: 0191 239 8001

Email: customersupport@ncfe.org.uk

Website: www.ncfe.org.uk

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