

Qualification specification

**NCFE Level 2 Award for Developing Effective
Thinking Skills
QN: 500/7906/2**

This qualification is now withdrawn

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Summary of changes

This section summarises the changes to this qualification specification since the last version (Version 3.2 January 2020).

Version	Publication Date	Summary of amendments
V3.1	July 2019	Resource requirements added General information updated
V3.2	January 2020	Information regarding the wellbeing and safeguarding of learners added to Section 1.
V3.3	June 2022	<p>Further information added to the achieving this qualification section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the support for centres section about how to access support handbooks.</p>

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 2 Award in Developing Effective Thinking Skills.

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

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

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 2 Award in Developing Effective Thinking Skills.

Things you need to know

Qualification number (QN)	500/7906/2
Aim reference	50079062
Total Qualification Time (TQT)	20
Guided learning hours (GLH)	20
Credit value	2
Level	2
Assessment requirements	Internally assessed and externally moderated portfolio of evidence

Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

Credit

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 500/7906/2.

The NCFE Level 2 Award for Developing Effective Thinking Skills is suitable for 14-19 year olds in the public, private and voluntary sectors. This award is aimed at young people wanting to develop their life skills within existing educational systems and employment, but is also extremely effective for those young people on the periphery who are traditionally hard to reach.

The qualification is also suitable for learners who are 19+ and Adult Community learners. It is generic enough to be undertaken by a wide range of learners in a number of settings. It also complements a large number of other qualifications.

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

Purpose and objectives of this qualification

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

This qualification enables learners to:

- identify the possibilities and alternatives which are available to them
- understand how personal goals need to expand their comfort zones
- understand how to set these personal goals.

Achieving this qualification

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

Mandatory units

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

The learning outcomes and assessment criteria for each unit are provided in Section 2 (page 13).

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

To achieve the NCFE Level 2 Award in Developing Effective Thinking Skills, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A partial certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

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.

Entry guidance

This qualification is suitable for learners aged pre-16 and above. There aren't any specific recommended prior learning requirements for this qualification.

Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of this qualification. Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Progression opportunities

Learners who achieve this qualification could progress to:

- NCFE Level 2 Award and Certificate in Employability Skills
 - NCFE Level 2 Certificate in Volunteering
-

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.

WITHDRAWN

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/s 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.

Examples of relevant qualifications/experience

This section provides examples of relevant qualifications/experience to demonstrate occupational knowledge/competence for Assessors and Internal Quality Assurers.

The guidance in this section isn't intended to be exhaustive or definitive. Examples of relevant qualifications and occupational backgrounds are given as benchmarks. Other equivalent qualifications or backgrounds may also qualify prospective staff for assessment/internal quality assurance roles.

Examples of relevant qualifications

First-line teaching or training qualification eg. City & Guilds 7306, City & Guilds 7307, possibly Certificate in Education or PGCE.

Examples of relevant subject specific qualifications (desirable)

- Level 3 qualification in Counselling, Mentorship, Fieldwork Supervision, and/or work-based mediation that includes CBT in its programme
- GCSE in Psychology
- A/AS level in Psychology

Examples of work experience (desirable)

- Principles and theories of applied positive psychology and cognitive behaviour
- Practical experience in counselling, mentorship, fieldwork supervision and/or work-based mediation that includes the principles of CBT as a component part

NCFE is not responsible for any complications that arise in the delivery, assessment or internal quality assurance process as a result of internal recruitment and training decisions. Decisions regarding staff recruitment and training should be made at the discretion of centres. Centres should be aware of their obligations under their Agreement with NCFE to ensure that all staff involved in the delivery, assessment and internal quality assurance of NCFE qualifications are suitably qualified/experienced.

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.

Customer Support team

Our award-winning Customer Support Team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. To contact your Customer Support Assistant, call 0191 239 8000 or email customersupport@ncfe.org.uk.

Reasonable Adjustments and Special Considerations Policy

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

Subject maps

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

Fees and Pricing

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

Training and support

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

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.

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.

Learner's Evidence Tracking Log

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

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

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

The unit summary provides an overview of each unit including:

- unit title
- unit summary
- guided learning hours
- credit value
- level
- 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)
- 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 moderation easier, we've used a sequential numbering system in this document for each unit.

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

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

Unit 01 Effective thinking (Y/600/6755)

Unit summary	This unit will introduce the principles and concept of effective thinking. It will allow learners to analyse how their mind works, give them an understanding of how they can control the way they think and behave, and enable them to apply effective thinking appropriately.
Guided learning hours	10
Credit value	1
Level	2
Mandatory/optional	Mandatory

The learner will:

- 1 Know how their mind works

The learner can:

- 1.1 Describe how conditioning and previous experience cause them to see the world selectively
- 1.2 Discuss their perceptions of their reality and the quality of the life they have

The learner will:

- 2 Understand they can control the way they think and behave

The learner can:

- 2.1 Examine their own personal values
- 2.2 Describe how option thinking would be used
- 2.3 Consider their approach to problem solving and the impact this has on decision making
- 2.4 Recognise that they can't hold two conflicting beliefs in their mind at the same time and evaluate how they decide which belief to go for

The learner will:

- 3 Be able to apply effective thinking appropriately

The learner can:

- 3.1 Determine positive outcomes of effective thinking
- 3.2 Identify what they currently believe are their strengths and abilities
- 3.3 Discuss barriers to effective thinking
- 3.4 Review the mechanisms to overcome these barriers

Unit 01 Effective thinking (Y/600/6755) (cont'd)**Assessment guidance**

AC	Suggested assessment method
1.1, 1.2	Written assignment, oral and written questioning, presentation, group discussion. For clarification - both written and verbal discussion assessment methods will be accepted for 1.2.
2.1–2.4	Case study, witness statement from discussions, mindmapping
3.1, 3.2	Learner/peer support, reflective account

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

Unit 02 Moving from potential to performance (D/600/6756)

Unit summary	This unit introduces cognitive behaviours. It will enable learners to identify potential to improve their performance, give them an understanding of the benefits of accessing greater opportunities, and enable them to set and achieve higher aspirations and goals.
Guided learning hours	10
Credit value	1
Level	2
Mandatory/optional	Mandatory

The learner will:

- 1 Know how to identify potential to improve performance

The learner can:

- 1.1 Outline the value of positive self-reinforcement
- 1.2 Identify the impact of this on raising self-image
- 1.3 Describe how this impacts on improved performance

The learner will:

- 2 Understand the benefit of accessing greater opportunities

The learner can:

- 2.1 Describe the importance of healthy self-esteem
- 2.2 Examine what comfort zones they would need to challenge if they really wanted to achieve a goal
- 2.3 Outline why it is important to keep thinking about what they want and to set deliberate goals for themselves
- 2.4 Illustrate how they motivate themselves with positive expectancy

Unit 02 Moving from potential to performance (D/600/6756) (cont'd)

The learner will:

- 3 Be able to set and achieve higher aspirations and goals

The learner can:

- 3.1 Explain the importance of setting goals in all areas of their life
- 3.2 Describe the goal-setting process
- 3.3 Explore what positive, exciting opportunities they would like to have happen in their life in the future
- 3.4 Describe the benefits of being able to generate self-motivation, energy and awareness

Unit 02 Moving from potential to performance (D/600/6756) (cont'd)**Assessment guidance**

AC	Suggested assessment method
1.1–1.3	Oral and written questioning, presentation, group discussion
2.1–2.4	Group discussion, written assignment
3.1–3.4	Reflective account

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

Section 3

Assessment and Moderation

Assessment and Moderation

How the qualification is assessed

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

The NCFE Level 2 Award in Developing Effective Thinking Skills is internally assessed.

Internal assessment

Each learner must create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit. On completion of each unit learners must declare that the work produced is their own. The Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2 (page 13).

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

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

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

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

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

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

Moderation

Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately.

We do this through:

- internal moderation – which you carry out
- external moderation – which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

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

Section 4

General information

General information

Equal opportunities

We fully support the principle of equal opportunities and oppose 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. We aim to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in our employment practices and in access to qualifications. A copy of our 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. We regularly evaluate and monitor 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.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at anyone who uses our products and services and who submits requests for reasonable adjustments and special considerations. Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor.

For more information on the Reasonable Adjustments and Special Considerations Policy, please visit the NCFE website.

Feedback

Here at NCFE, we're continually looking to review and improve our portfolio of qualifications to make sure they are of a high standard and meeting the needs of both learners and employers.

In order to achieve this and to comply with the requirements of our regulator, Ofqual, we rely on the valuable feedback that you – our centres – provide us with.

For each NCFE qualification you deliver, we would be grateful if you could let us know the following:

- general feedback about the qualification and assessment
- whether the qualification is meeting its intended purpose
- the outcome for the learner – whether they have progressed to further education or into/within employment

You can provide us with this information by emailing customersupport@ncfe.org.uk, giving us a call on 0191 239 8000 or responding to the next survey we send you.

WITHDRAWN

Contact us

NCFE
Q6
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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