

# Qualification Specification

NCFE CACHE Level 2 Certificate in Counselling  
Skills

QRN: 600/0728/X

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Benton Lane

Newcastle upon Tyne

NE12 8BT

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# Contents

<b>Section 1: General introduction</b>	<b>5</b>
About this qualification specification	6
Total Qualification Time	6
Barred units, equivalencies and exemptions	6
Recognition of Prior Learning (RPL)	6
Credit transfer	7
Understanding learning outcomes	7
Entry guidance	8
Our website	8
The Centre Secure Website	8
Support for Centres	9
<b>Section 2: About this qualification</b>	<b>11</b>
Qualification summary	12
Useful websites	13
<b>Section 3: Units</b>	<b>15</b>
Mandatory units	16
Unit layout	17
Explanation of terms used at Level 2	18
Unit 01: Using counselling skills	21
Unit 02: Introduction to counselling skills theories	25
Unit 03: Diversity and ethics in the use of counselling skills	27
Unit 04: Counselling skills and personal development	31
<b>Section 4: Assessment and quality assurance information</b>	<b>35</b>
Staffing requirements	36
Assessors and Internal Quality Assurance	36
Internal Assessment	37
Supervision of learners and your role as an Assessor	38
Feedback to learners	38
Presenting evidence	38
Quality Assurance	39
Internal quality assurance	39

External quality assurance	39
<b>Section 5: Documents</b>	<b>41</b>
Useful documents	42
Mandatory documents	42
Learning resources	42
<b>Section 6: General Information</b>	<b>43</b>
Equal opportunities	44
Diversity, access and inclusion	44

## **Section 1: General introduction**

### **About this qualification specification**

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 CACHE Level 2 Certificate in Counselling Skills.

### **Total Qualification Time**

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.

### **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 by the learner meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by your External Quality Advisor.

## Credit transfer

Where a learner has already achieved a unit with credit, we 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.

## Understanding learning outcomes

There are two main types of learning outcome:

- **Skills** that can be performed
- **Knowledge** that can be learnt.

Sometimes they can cover a combination of the two.

### Competence-/Skills-based learning outcomes:

- begin with 'Be able to'. The assessment criteria usually show that the evidence could be observable within a real work environment. Other methods may be applied, please see chart in Assessment Guidance section. All evidence must be based on the learner's experience in a real work environment.

### Knowledge-based learning outcomes:

- begin with 'Know', 'Understand' or 'Know how to'.



For your convenience, knowledge-only units are indicated by a lightbulb in both the Unit Achievement Log and at the top of the units.

If a unit is not marked with a lightbulb, it is a skills unit or contains a mix of knowledge and skills.

### Entry guidance

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

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

### Our website

The most recent version of our qualification specification and supporting documents can be found on our website. To ensure that you're using the most up-to-date version, please check the version number in the page footers against that of the qualification specification on our website [www.cache.org.uk](http://www.cache.org.uk).

The website also contains information about all our qualifications, including key facts and other support materials.

There are also some other key documents that can be referred to when required. For example:

- complaints procedure
- appeals process
- diversity statement.

It also contains regular news updates and case studies and links to websites from other organisations that might be of interest.

### The Centre Secure Website

More specific information to support Centre delivery can be found on our secure website.

To access the secure site, click the link on the public website and log in using the details provided by the Centre administrator.

## Support for Centres

There are a number of support documents available that you might find useful for delivery. These are available to download from our website [www.cache.org.uk](http://www.cache.org.uk) or can be requested from the Customer Support team on 0345 347 2123 or by emailing [info@cache.org.uk](mailto:info@cache.org.uk)

Our Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can get more information by calling 0345 347 2123 or emailing [info@cache.org.uk](mailto:info@cache.org.uk).



## **Section 2: About this qualification**

<b>Qualification summary</b>	
<b>Title</b>	NCFE CACHE Level 2 Certificate in Counselling Skills
<b>Qualification number</b>	600/0728/X
<b>Aims and objectives</b>	<p>The qualification would be useful for anyone who would like to develop their use of counselling skills for use in either work or in a personal capacity. These may be learners who wish to progress towards further qualifications, or learners who wish to study this programme in order to complement other programmes (eg health and social care; children's care, learning and development; voluntary and community work).</p> <p>This qualification aims to:</p> <ul style="list-style-type: none"> <li>• introduce learners to the use of counselling skills in everyday life and work and some of the approaches that underpin the use of these skills.</li> </ul> <p>The objectives of this qualification are to help learners to:</p> <ul style="list-style-type: none"> <li>• develop counselling skills</li> <li>• understand the different approaches involved in the use of counselling skills</li> <li>• appreciate the importance of self-development.</li> </ul>
<b>Total Qualification Time (hours)</b>	160
<b>Guided Learning (hours)</b>	120
<b>Credit value</b>	16
<b>Grading system</b>	Achieved/Not Yet Achieved
<b>Minimum age of learner</b>	16
<b>Real work environment (RWE) requirement/ recommendation</b>	No real work environment placement is required for this qualification.

<b>Rule of combination</b>	To be awarded the Level 2 Certificate in Counselling Skills, learners are required to successfully complete all 4 mandatory units.
<b>Entry requirements/recommendations</b>	There aren't any specific recommended prior learning requirements for this qualification.  Entry is at the discretion of the Centre; however, learners should be 16 to undertake the qualification.
<b>Progression</b>	Learners who achieve this qualification could progress to: <ul style="list-style-type: none"> <li>• Level 3 Award in Counselling Skills and Theory</li> <li>• Level 3 Diploma in Counselling Skills.</li> </ul>
<b>Assessment methods</b>	Portfolio of evidence.
<b>Additional assessment requirements</b>	This qualification is internally assessed and externally quality assured.
<b>About this qualification</b>	This is a regulated qualification. The regulated number for this qualification is 600/0728/X.

### Useful websites

Centres may find the following websites helpful for materials and resources to assist with the delivery of this qualification:

- British Association for Counselling & Psychotherapy: [www.bacp.co.uk](http://www.bacp.co.uk)
- The National Counselling Society: [www.nationalcounsellingsociety.org](http://www.nationalcounsellingsociety.org).



## **Section 3: Units**

<b>Mandatory units</b>
------------------------

Unit ref (assigned by AO)	Unit no.	Unit title	Unit type	Level	Credit	Guided learning hours
Unit 01	K/502/6966	Using counselling skills	Knowledge/ Skills	2	4	30
 Unit 02	K/502/6630	Introduction to counselling skills theories	Knowledge	2	4	30
 Unit 03	M/502/6631	Diversity and ethics in the use of counselling skills	Knowledge	2	4	30
 Unit 04	T/502/6632	Counselling skills and personal development	Knowledge	2	4	30

The lightbulb icon  indicates that a unit is knowledge based.

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

<b>Unit layout</b>	
<b>For each unit the following information has been provided:</b>	
Unit title	Provides a clear, concise explanation of the content of the unit.
Unit reference	The unique reference number given to each unit at qualification approval by Ofqual.
Unit level	Denotes the level of the unit within the framework.
Unit group	Explains if the unit is mandatory or optional.
Unit hours	The average number of hours of supervised or directed study time or assessment required to achieve a qualification or unit of a qualification.
Unit credit value	The value that has been given to the unit based on the expected learning time for an average learner.
Unit summary	Provides a brief outline of the unit content.
Learning outcome	A statement of what a learner will know, understand or be able to do, as a result of a process of learning.
Assessment criteria	A description of the requirements a learner must achieve to demonstrate that a learning outcome has been met.
Delivery and assessment	This includes specific guidance relating to the delivery and assessment of the unit and information to support the learner.
Additional information	Any further information about the unit, eg links to NOS.
Types of evidence	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.

**NB:** Words highlighted in bold in the learning outcomes, assessment criteria and assessment tasks are linked to the additional guidance section where more information can be found.

**Explanation of terms used at Level 2:  
(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.



## Unit 01: Using counselling skills

<b>Unit reference</b>	K/502/6966	<b>Unit level</b>	2
<b>Unit group</b>	Mandatory		
<b>Credit value</b>	4		
<b>Unit hours</b>	30		
<b>Unit summary</b>	In this unit learners will have an opportunity to identify and practise a range of skills used when participating in a counselling skills interaction.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Know what core counselling skills are.	1.1. Identify core counselling skills.
	1.2. Describe how core counselling skills can be used in a counselling relationship and in other helping activities.
2. Know how to establish a helping relationship.	2.1. Describe the boundaries that need to be taken into account when starting a new helping relationship.
	2.2. Describe how to agree objectives for a new helping relationship.
3. Be able to use core counselling skills in a helping relationship.	3.1. Demonstrate how to use core counselling skills in a helping relationship.
	3.2. Discuss how effective the use of core counselling skills have been in developing the helping relationship.
4. Know how to conclude a helping interaction.	4.1. Describe useful strategies for ending relationships.
	4.2. Describe the possible impact of a helping relationship ending.

## Delivery and assessment

### Assessment guidance

**Types of evidence:** Oral or written questioning

**Assessment criteria:** 1.1, 1.2

**Additional information:** Learners could respond to a set of pre-prepared questions covering the learning outcomes. Questions and answers should be clearly recorded.

**Types of evidence:** Individual notes from a small group discussion

**Assessment criteria:** 2.1, 2.2

**Additional information:** Learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording with learner evaluation. Learners could also prepare a learner report.

**Type of evidence:** Witness testimony

**Assessment criteria:** 3.1, 3.2

**Additional information:** Due to the practical nature of these criteria it is recommended that learners could undertake a role-play/simulation. The witness testimony could be prepared by the Tutor/Assessor or the learner's peers. It should be an objective account of what the learner has done and must provide sufficient detail to confirm that the learner has met the assessment criteria and understands the concepts involved.

**Type of evidence:** Individual notes from a small group discussion

**Assessment criteria:** 4.1, 4.2

**Additional information:** Learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording with learner evaluation.

Learners could also prepare a learner report.

### Types of evidence

Evidence could include:

- oral or written questioning
- individual notes from a small group discussion
- witness testimony
- individual notes from a small group discussion or learner report.

<b>Additional information</b>	
Relationship to occupational standards/NOS mapping	<p><b>Links to NOS</b></p> <p>We've mapped this qualification against National Occupational Standards (NOS) in a range of areas. As they complete this qualification, learners may be able to gather evidence that can be used towards the knowledge requirements of a relevant N/SVQ or other qualification as appropriate.</p> <p>The mapping is only at the level of the unit.</p> <p><b>Key:</b></p> <p>Health and Social Care NOS (HSC) Mental Health NOS (MH) Counselling NOS (CLG) National Health Service Knowledge and Skills Framework (KSF)</p> <ul style="list-style-type: none"> <li>• HSC: 21, 233, 26, 266</li> <li>• MH: 100, 101</li> <li>• CLG: 6</li> <li>• KSF: Core 1, HWB 7</li> </ul>
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.



## Unit 02: Introduction to counselling skills theories



<b>Unit reference</b>	K/502/6630	<b>Unit level</b>	2
<b>Unit group</b>	Mandatory		
<b>Credit value</b>	4		
<b>Unit hours</b>	30		
<b>Unit summary</b>	In this unit learners will be introduced to the key elements of the main theoretical approaches to counselling.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Know elements of counselling theories.	1.1. Describe key elements of psychodynamic theory.
	1.2. Describe key elements of person-centred theory.
	1.3. Describe key elements of cognitive-behavioural theory.
	1.4. Identify the key differences between the above theories.
2. Know the significance of counselling theory.	2.1. Describe how counselling theory underpins the use of counselling skills.

### Delivery and assessment

#### Assessment guidance

**Types of evidence:** Individual notes or learner report

**Assessment criteria:** 1.1-1.4, 2.1

**Additional information:** Learners could conduct research and prepare notes or a learner report on the different theories and their significance.

#### Types of evidence

Evidence could include:

- individual notes or learner report.

#### Additional information

Additional unit assessment requirements

This unit is internally assessed and externally quality assured.

## Unit 03: Diversity and ethics in the use of counselling skills



<b>Unit reference</b>	M/502/6631	<b>Unit level</b>	2
<b>Unit group</b>	Mandatory		
<b>Credit value</b>	4		
<b>Unit hours</b>	30		
<b>Unit summary</b>	In this unit, learners will be introduced to the concepts of diversity and ethics and their importance in the use of counselling skills.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Know how an ethical framework relates to the use of counselling skills.	1.1. Identify an ethical framework.
	1.2. Identify key aspects of the ethical framework.
	1.3. Describe how the ethical framework informs own use of counselling skills.
2. Know what discrimination means.	2.1. Outline ways in which people experience discrimination.
	2.2. Describe own experiences or observations of possible discrimination.
3. Understand about anti-discriminatory practice.	3.1. Describe key legal aspects of anti-discriminatory practice.
	3.2. Explain how diversity impacts on the counselling relationship.
	3.3. Explain ways to address difference and diversity in counselling skills practice.

## Delivery and assessment

### Assessment guidance

**Types of evidence:** Individual notes or learner report

**Assessment criteria:** 1.1-1.3

**Additional information:** Learners could conduct research and prepare notes or a learner report on ethical frameworks and their use within counselling skills.

**Type of evidence:** Individual notes from a small group discussion

**Assessment criteria:** 2.1, 2.2

**Additional information:** Learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording with learner evaluation. Learners could also prepare a learner report.

**Types of evidence:** Oral or written questioning

**Assessment criteria:** 3.1-3.3

**Additional information:** Learners could respond to a set of pre-prepared questions covering the learning outcomes. Questions and answers should be clearly recorded.

### Types of evidence

Evidence could include:

- individual notes or learner report
- individual notes from a small group discussion
- oral or written questioning.

<b>Additional information</b>	
Relationship to occupational standards/NOS mapping	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• English</li> <li>• ICT</li> </ul> <p><b>Links to NOS</b></p> <p>We've mapped this qualification against National Occupational Standards (NOS) in a range of areas. As they complete this qualification, learners may be able to gather evidence that can be used towards the knowledge requirements of a relevant N/SVQ or other qualification as appropriate.</p> <p>The mapping is only at the level of the unit.</p> <p><b>Key:</b></p> <p>Health and Social Care NOS (HSC) Counselling NOS (CLG) National Health Service Knowledge and Skills Framework (KSF)</p> <ul style="list-style-type: none"> <li>• HSC: 24, 234</li> <li>• CLG: 8</li> <li>• KSF: Core 6</li> </ul>
Additional unit assessment requirements	This unit is internally assessed and externally quality assured.



## Unit 04: Counselling skills and personal development



<b>Unit reference</b>	T/502/6632	<b>Unit level</b>	2
<b>Unit group</b>	Mandatory		
<b>Credit value</b>	4		
<b>Unit hours</b>	30		
<b>Unit summary</b>	In this unit learners will have an opportunity to reflect on their personal and future development and identify potential sources of support.		

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Know how to develop self-understanding.	1.1. Identify own values and beliefs.
	1.2. Outline how values and beliefs could have an effect on helping relationships.
	1.3. Identify own motivation for helping others.
	1.4. Identify own blocks to listening and learning.
	1.5. Describe benefits of giving and receiving feedback for personal development.
2. Know personal qualities relevant to the helping roles.	2.1. Identify own personal skills and qualities which are strengths in relation to a helping relationship.
	2.2. Identify areas for development in personal skills and qualities in relation to helping relationships.
	2.3. Describe how to develop skills and qualities in the future.
3. Know how to meet own support needs.	3.1. Identify own support needs in order to contribute to a helping relationship.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	3.2. Describe how to access own support.
	3.3. Outline how personal and/or professional support can be used to highlight issues arising from the use of counselling skills.
4. Know how self-reflection contributes to personal development.	4.1. Describe own observations, thoughts, feelings and concerns when using counselling skills.
	4.2. Outline the benefits of self-reflection for: <ul style="list-style-type: none"> <li>• personal development</li> <li>• the use of counselling skills.</li> </ul>

## Delivery and assessment

### Assessment guidance

**Types of evidence:** Oral or written questioning

**Assessment criteria:** 1.1-1.5

**Additional information:** Learners could respond to a set of pre-prepared questions covering the learning outcomes. Questions and answers should be clearly recorded.

**Types of evidence:** Individual notes or learner report

**Assessment criteria:** 2.1-2.3

**Additional information:** Learners could conduct research and prepare notes or a learner report.

**Types of evidence:** Oral or written questioning

**Assessment criteria:** 3.1-3.3

**Additional information:** Learners could respond to a set of pre-prepared questions covering the learning outcomes. Questions and answers should be clearly recorded.

**Type of evidence:** Individual notes from a small group discussion

**Assessment criteria:** 4.1, 4.2

**Additional information:** Learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording with learner evaluation. Learners could also prepare a learner report.

### Types of evidence

Evidence could include:

- oral or written questioning
- individual notes or learner report
- individual notes from a small group discussion or learner report.

<b>Additional information</b>	
<p>Relationship to occupational standards/NOS mapping</p>	<p><b>Links to National Skills Standards</b></p> <p>We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.</p> <p>The mapping is only at the level of the unit.</p> <ul style="list-style-type: none"> <li>• English</li> <li>• ICT.</li> </ul> <p><b>Links to NOS</b></p> <p>We've mapped this qualification against National Occupational Standards (NOS) in a range of areas. As they complete this qualification, learners may be able to gather evidence that can be used towards the knowledge requirements of a relevant N/SVQ or other qualification as appropriate.</p> <p>The mapping is only at the level of the unit.</p> <p><b>Key:</b></p> <p>Health and Social Care NOS (HSC)            Counselling NOS (CLG)            National Health Service Knowledge and Skills Framework (KSF)</p> <ul style="list-style-type: none"> <li>• HSC: 23</li> <li>• CLG: 1</li> <li>• KSF: Core 2</li> </ul>
<p>Additional unit assessment requirements</p>	<p>This unit is internally assessed and externally quality assured.</p>

## **Section 4: Assessment and quality assurance information**

## Staffing requirements

Centres delivering this qualification must:

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

### **Assessors and Internal Quality Assurance**

Staff involved in the Assessment and Internal Quality Assurance of this qualification/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 internal quality assured. This may be gained through experience and/or qualifications.

## 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. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade.

If a Centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the **Good Practice in Internal Quality Assurance** document on our secure 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.

### **Supervision of learners and your role as an Assessor**

Guidance on how to administer the internal assessment and the support you provide learners can be found on our secure website in the document **Good Practice in Internal Quality Assurance**.

### **Feedback to learners**

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our secure website in the document **Good Practice in Internal Quality Assurance**.

### **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).

## 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.

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 5: Documents**

### Useful documents

This section refers to useful documents that can be found on our website, some of which may assist with the delivery of this qualification.

#### Learner's Evidence Tracking Log (LETL)

The LETL covers the mandatory units in this qualification and it can help learners keep track of their work. This document can be downloaded free of charge from the Centre secure website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

### Mandatory documents

The completion of an Evidence Record and Record of Assessment Cycle form is **mandatory**. We have devised these templates for your convenience; however, you may design your own forms which comply with the content of our templates.

- CACHE Evidence Record
- CACHE Record of Assessment Cycle.

We have also provided notes to guide you when completing these forms:

- Completing the CACHE Evidence Record
- Completing the CACHE Record of Assessment Cycle.

The forms and guidance documents are included within **Delivering Our Qualifications – Assessment and Internal Quality Assurance Guidance** on our website.

### Learning resources

NCFE offers a wide range of learning resources to support the delivery of this qualification. Please check the qualification page on the Centre secure website for more information.

#### Third-party products

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

- The Skills Network
- Learning Curve Group.

## **Section 6: General Information**

### **Equal opportunities**

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

### **Diversity, access and inclusion**

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see our website: [www.cache.org.uk/Centres/Pages/CACHE-Centre-Information.aspx](http://www.cache.org.uk/Centres/Pages/CACHE-Centre-Information.aspx).

NCFE is registered under the Data Protection Act and is committed to maintaining the highest possible standards when handling personal information.