

all you need to know.

Qualification Specification

NCFE Level 2 Award in Digital Promotion for Business
(601/6671/X)

NCFE Level 2 Certificate in Digital Promotion for Business
(601/6673/3)

Issue 1 October 2015

Contents

Section 1	3
Qualification overview	4
Introduction	4
Things you need to know	5
About these qualifications	6
Geographical coverage	6
Entry guidance	8
Progression opportunities	9
Qualification dates	10
Staffing requirements	10
Assessors	11
Support for learners	12
Support for centres	13
Reasonable Adjustments and Special Considerations Policy	13
Fees and Pricing	13
Training and support	13
Section 2	14
Unit content and assessment guidance	15
Unit 01	16
Unit 02	18
Unit 03	20
Unit 04	22
Unit 05	24
Unit 06	26
Unit 07	28
Unit 08	30
Unit 09	32
Section 3	34
Assessment and Moderation	35
How the qualification is assessed	35
Internal assessment	35
Moderation	37
Section 4	38
General information	39
Equal opportunities	39
Diversity, access and inclusion	39
Data protection	39
Contact us	41

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 these qualifications and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 2 Award and Certificate in Digital Promotion for Business.

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 our website www.ncfe.org.uk.

If you advertise these qualifications 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 Digital Promotion for Business or NCFE Level 2 Certificate in Digital Promotion for Business.

Things you need to know

NCFE Level 2 Award in Digital Promotion for Business

Qualification number (QN)	601/6671/X
Aim reference	6016671X
Guided learning hours (GLH):	50–60
NQF level	2
Assessment requirements	Internally assessed and externally moderated portfolio of evidence

NCFE Level 2 Certificate in Digital Promotion for Business

Qualification number (QN)	601/6673/3
Aim reference	60166733
Guided learning hours (GLH):	150–160
NQF level	2
Assessment requirements	Internally assessed and externally moderated portfolio of evidence

About these qualifications

The NCFE Level 2 Award and Certificate in Digital Promotion for Business are listed on the Register of Regulated Qualifications¹ and are part of the National Qualifications Framework (NQF).

These qualifications are suitable for use within a Study Programme.

Geographical coverage

These qualifications have been regulated for use in England, Wales and Northern Ireland. We're able to provide the qualification specification and assessment materials in the Welsh and/or Irish language where requested and appropriate.

Aims and objectives of these qualifications

These qualifications aim to:

- introduce learners to concepts of digital promotion that can be used in a business setting.

The objectives of these qualifications are to help learners to:

- progress to other related general and/or vocational qualifications
 - develop their understanding of a wide range of topics - including search engine optimization (SEO), data protection and social media.
-

¹ The qualifications regulators (regulators) are Ofqual in England and Northern Ireland, and the Welsh Government in Wales.

Achieving these qualifications

Award

To be awarded the NCFE Level 2 Award in Digital Promotion for Business, learners are required to successfully complete a minimum of 3 optional units.

Certificate

To be awarded the NCFE Level 2 Certificate in Digital Promotion for Business, learners are required to successfully complete a minimum of 8 optional units.

These qualifications consist of 9 optional units:

Unit No	Unit title
Unit 01	Digital promotion for business
Unit 02	Understanding search engine optimisation for business
Unit 03	Coordinating the use of digital media for business
Unit 04	Coordinating offline and digital media for business
Unit 05	Emergent digital techniques for business
Unit 06	Producing digital promotional content for business
Unit 07	Data protection and digital media for business
Unit 08	Measuring the effectiveness of digital promotional activity for business
Unit 09	Understanding social media

The learning outcomes and assessment criteria for each unit are provided in Section 2 (page 14).

To achieve the NCFE Level 2 Award and Certificate in Digital Promotion for Business, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification.

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

Essential skills

While completing these qualifications, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills' such as team working, independent learning and problem solving, to more tricky-to-measure skills such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

Entry guidance

There are no specific recommended prior learning requirements for these qualifications. However, learners may find it helpful if they've already achieved a Level 1 qualification.

These qualifications are suitable for learners aged pre-16 and above.

Centres are responsible for ensuring that these qualifications are 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 these qualifications.

Learners registered on these qualifications 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 these qualifications could progress to:

- NCFE Level 2 Certificate in IT User Skills (ITQ)
- NCFE Level 2 Certificate or Diploma in Creative Media
- NCFE Level 2 Diploma in Skills for Business: Sales and Marketing
- NCFE Level 3 Diploma or Extended Diploma in Creative Media
- NCFE Level 3 Certificate or Diploma in IT User Skills
- Level 2 Certificate in Principles of Marketing
- Level 3 Award in Marketing Principles
- Level 3 Award in the Principles of Selling and Marketing Online
- Level 3 Certificate in Marketing
- Level 3 Certificate in Social Media Marketing
- Level 3 Diploma in Digital Marketing

They may also be useful to learners studying qualifications in the following areas:

- Marketing
- Business
- ICT
- Media

Learners can progress from an Award to a Certificate but centres must carefully consider onto which qualification they want to register the learner, as the registration fee will be applied for both qualifications.

Recognition of Prior Learning (RPL)

Within the NQF, a learner is able to claim that they know or can do something already and that they don't need to attend a course to learn it again. The learner will need to prove this claim (through assessment of relevant evidence) and this can be awarded for that achievement. For more information on the process to follow to claim RPL, contact our Quality Assurance team.

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.

Qualification dates

Qualifications on the NQF have review dates, operational end dates and certification end dates.

The qualification review date is the date by which we'll have carried out a review of the qualification. This date is shown on the qualification page on our website www.ncfe.org.uk.

We review qualifications up to 18 months before their review date, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'll then extend the qualification, and set a new review date. If we make the decision to withdraw a qualification, we'll set an operational end date.

If we extend the review date then this will be shown on the qualifications page on our website www.ncfe.org.uk and approved centres will be kept updated. The operational end date will only show on the Register if we've made the decision to withdraw a qualification. After this date we can no longer accept learner registrations.

The certification end date will only show on the 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

All Assessors of NCFE qualifications should be appropriately qualified to make assessment decisions. Although it isn't a specific requirement of this qualification, NCFE consider it to be good practice for Assessors to hold, or be working towards, a recognised qualification in assessment. Where a recognised qualification isn't held, Assessors should be able to demonstrate relevant and current experience of assessment.

In order to assess knowledge-based units, the Assessor should be occupationally knowledgeable, ie hold relevant knowledge to assess units designed to test the knowledge and understanding of learners. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

In order to assess competence-based units, the Assessor should be occupationally competent, ie able to carry out the requirements of the units they're assessing. This competence should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

Internal Quality Assurance

All staff involved in the internal quality assurance of NCFE qualifications should be appropriately qualified to make quality assurance decisions. Although it isn't a specific requirement of this qualification, NCFE consider it to be good practice for internal quality assurance staff to hold, or be working towards, a recognised qualification in internal quality assurance. Where a recognised qualification isn't held, Internal Quality Assurers should be able to demonstrate relevant and current experience of internal quality assurance.

In order to carry out quality assurance of assessment decisions, internal quality assurance staff should be occupationally knowledgeable, ie hold relevant knowledge across units they'll be quality assuring. This knowledge should be demonstrable through relevant qualifications/experience, and at an equivalent or higher level than the units under assessment.

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.

Relevant qualifications or experience

- Level 3 Certificate in Marketing
- Level 3 Diploma in Digital Marketing
- Level 4 Diploma in Effective Marketing Management
- Level 4 Diploma in Digital Marketing
- Level 4 Diploma in Marketing Communications
- Level 4 Diploma in Sales and Marketing Management
- Significant experience of working within Marketing, Media, Digital Marketing or Communications

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 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 our Learning Resources website www.heres-how.org.uk. You don't have to use the LETL - you can devise your own evidence-tracking document instead.

Support for centres

There are a number of documents available on our website that centres might find useful. These are linked below:

- www.ncfe.org.uk/resources/ncfe-resources/course-file-documents
- www.ncfe.org.uk/centre-information/assessment-and-moderation-proformas

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 our website here: <http://www.ncfe.org.uk/centre-information/policies-and-regulations/>

Directory of Products and Services

This provides summary information about all NCFE qualifications and awards, including mandatory and optional units, learner registration and certification fees, and assessment information.

Fees and Pricing

The current fees and pricing guide is available on our website at ncfe.org.uk.

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.

Learning resources

Materials to support the delivery of these qualifications can be purchased from the following Partner:

Tribal

- 01904 550110
 - publishing@tribalgroup.com
-

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of these qualifications.

The unit summary provides an overview of each unit including:

- unit title
- unit overview
- 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:

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

The regulators' accredited 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 these qualifications please contact our Research and Product Development team on 0191 239 8000.

Unit 01 Digital promotion for business (Y/507/4155)

Unit summary	In this unit learners will investigate and apply a range of digital promotional activities.
Guided learning hours	20
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Understand digital promotional activities for business

The learner can:

- 1.1 Describe a range of digital promotional activities
 - 1.2 Outline the purpose and aim of digital promotional activities for a business
 - 1.3 Give positive and negative points of a range of digital promotional activities
-

The learner will:

- 2 Be able to plan digital promotional activities for a business

The learner can:

- 2.1 Identify the digital promotional goals for a business
 - 2.2 Plan digital promotional activities for a business using SMART objectives
-

Unit 01 Digital promotion for business (Y/507/4155) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–1.3	learners could conduct research and prepare notes or a learner report	learner report
2.1, 2.2	Tutors could construct case studies to illustrate scenarios based on the assessment criteria; these could be supported by focussed questions for the learner	case study

Unit 02 Understanding search engine optimisation for business (D/507/4156)

Unit summary	In this unit learners will understand search engine optimisation (SEO) and how it can be used to increase online traffic for a business.
Guided learning hours	20
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Understand what search engine optimisation (SEO) is

The learner can:

- 1.1 Summarise the purpose and function of SEO
-

The learner will:

- 2 Understand how SEO generates online traffic for a business

The learner can:

- 2.1 Compare the results of different online searches for business services and products
 - 2.2 Describe how SEO generates online traffic for a business
-

The learner will:

- 3 Know how to use SEO to increase online traffic for a business

The learner can:

- 3.1 Give examples of methods to increase online traffic
 - 3.2 Identify ways to increase online traffic for a business
 - 3.3 Design an SEO strategy for a business
-

**Unit 02 Understanding search engine optimisation for business
(D/507/4156) (cont'd)**

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1	learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording - learners could also prepare a learner report	individual notes from a small group discussion
2.1, 2.2	learners could conduct research and prepare notes or a learner report	learner report
3.1–3.3	learners could prepare and deliver a presentation covering the assessment criteria which could be assessed via a Tutor witness testimony or video recording - learners could also prepare a learner report	presentation

Unit 03 Coordinating the use of digital media for business (H/507/4157)

Unit summary	In this unit learners will explore how to coordinate digital media to create customer conversions.
Guided learning hours	20
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Understand the role of digital media in promoting a business

The learner can:

- 1.1 Give positive and negative points of a range of different digital media for a business
 - 1.2 Describe the role of digital media in promoting a business
 - 1.3 Describe how digital media supports the customer conversion process
-

The learner will:

- 2 Understand how to coordinate the use of digital media to meet business needs and objectives

The learner can:

- 2.1 Identify a business' needs and objectives
 - 2.2 **Plan** a coordinated digital campaign for a business
-

Key word

- 2.2 the **plan** should differentiate between the role each digital media will play in the campaign
-

Unit 03 Coordinating the use of digital media for business (H/507/4157) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–2.2	learners could conduct research and prepare notes or a learner report	learner report

Unit 04 Coordinating offline and digital media for business (R/507/4154)

Unit summary	In this unit learners will understand how to coordinate the use of offline and digital media to generate online traffic and meet business objectives.
Guided learning hours	20
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Understand the role of offline media in generating online traffic

The learner can:

- 1.1 Give positive and negative points of a range of offline media for a business
 - 1.2 Describe the role of offline media in generating online traffic
 - 1.3 Describe the ways in which offline media complements and supports digital media
-

The learner will:

- 2 Understand how to coordinate the use of offline and digital media to meet business needs and objectives

The learner can:

- 2.1 Identify a business' needs and objectives
 - 2.2 **Plan** a campaign for a business, coordinating offline and digital media
-

Key word

- 2.2 the **plan** should differentiate between the role each digital media will play in the campaign
-

Unit 04 Coordinating offline and digital media for business (R/507/4154) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–2.2	learners could conduct research and prepare notes or a learner report	learner report

Unit 05 Emergent digital techniques for business (K/507/4158)

Unit summary	This unit encourages learners to be aware of new developments in digital promotions and to actively engage with an emergent digital technique
Guided learning hours	20
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Understand the role of an emergent digital technique in promoting an organisation

The learner can:

- 1.1 List the advantages and disadvantages of a range of **emergent digital techniques**
 - 1.2 Evaluate business uses of an emergent digital technique
 - 1.3 Compare an emergent digital technique with established digital promotion techniques
-

The learner will:

- 2 Be able to use an emergent digital technique to design a promotional campaign

The learner can:

- 2.1 Identify ways in which an organisation can utilise an emergent digital technique(s)
 - 2.2 Design a digital promotional campaign using an emergent technique(s)
-

Key words

- 1.1 **emergent digital techniques** are new and evolving digital techniques
-

Unit 05 Emergent digital techniques for business (K/507/4158) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–1.3	learners could conduct research and prepare notes or a learner report	learner report
2.1, 2.2	an assignment could be devised with a series of tasks related to the assessment criteria	assignment

Unit 06 Producing digital promotional content for business (M/507/4159)

Unit summary	This unit aims to equip the learner with the knowledge and understanding required to produce effective material for an organisation's digital promotional activity.
Guided learning hours	20
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Understand the impact of content on digital promotions

The learner can:

- 1.1 Compare content used by different organisations for promotional purposes
 - 1.2 Analyse content according to its purpose
 - 1.3 Identify the features used in an organisation's digital promotional content
-

The learner will:

- 2 Be able to create content for an organisation's digital promotion

The learner can:

- 2.1 Select and justify a topic for producing digital content
 - 2.2 **Choose** the most appropriate environment or channel to host the content
 - 2.3 Apply knowledge of the **organisation** to the creation of content for digital promotion
 - 2.4 Evaluate the effectiveness of content for digital promotion
-

Key words

- 2.2 **choose** - outlining the advantages and disadvantages of selected environments and/or channels
 - 2.3 **organisation** - products, services, and/or people
-

Unit 06 Producing digital promotional content for business (M/507/4159) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–1.3	learners could conduct research and prepare notes or a learner report	learner report
2.1–2.4	learners could develop a finished product based on the assessment criteria	product

Unit 07 Data protection and digital media for business (K/507/4161)

Unit summary	This unit aims to help learners understand why data protection legislation is important to a business.
Guided learning hours	10
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Understand the importance of data protection legislation

The learner can:

- 1.1 Describe the principles of data protection legislation
 - 1.2 Assess a range of data protection issues relating to digital media
 - 1.3 Outline what should be included in a data protection policy for a business with an online presence
-

Unit 07 Data protection and digital media for business (K/507/4161) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1	learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording - learners could also prepare a learner report	individual notes from a small group discussion
1.2,1.3	learners could conduct research and prepare notes or a learner report	learner report

Unit 08 Measuring the effectiveness of digital promotional activity for business (H/507/4160)

Unit summary	This unit will help learners to understand the process and benefits of measuring digital promotional activities.
Guided learning hours	20
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Understand the process for measuring the effectiveness of digital promotional activities

The learner can:

- 1.1 Describe **ways** to measure the effectiveness of a digital promotional campaign
 - 1.2 Compare the effectiveness of digital promotional activities
-

The learner will:

- 2 Understand the benefits of measuring the effectiveness of digital promotional activities

The learner can:

- 2.1 Explain why it is important to measure the effectiveness of digital promotional activities
 - 2.2 **Evaluate** the benefits to a business of measuring the campaign's effectiveness
-

Key words

- 1.1 **ways** in which effectiveness could be managed include customer conversion processes, meeting campaign objectives, and cost effectiveness
 - 2.2 **evaluate** - this should include recommendation/best practice to inform an effective future campaign
-

Unit 08 Measuring the effectiveness of digital promotional activity for business (H/507/4160) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–2.2	learners could conduct research and prepare notes or a learner report.	learner report

Unit 09 Understanding social media (M/507/4162)

Unit summary	In this unit learners will research how to use social media channels to engage with different audiences and will create their own online identity.
Guided learning hours	20
Level	2
Mandatory/optional	Optional

The learner will:

- 1 Understand social media channels

The learner can:

- 1.1 Describe social media channels
 - 1.2 Compare social media channels
 - 1.3 Describe how to use social media channels
-

The learner will:

- 2 Know how to use social media to engage with an audience

The learner can:

- 2.1 Define the characteristics of different audiences
 - 2.2 Explain the use of different media when engaging with different audiences
 - 2.3 Explore ideas to create an online identity for an intended audience
-

Unit 09 Understanding social media (M/507/4162) (cont'd)

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1–1.3	learners could participate in a small group discussion which could be assessed via a Tutor witness testimony or video recording - learners could also prepare a learner report	individual notes from a small group discussion
2.1–2.3	learners could conduct research and prepare notes or a learner report	learner report

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 and Certificate in Digital Promotion for Business are internally assessed and externally moderated.

Internal assessment

Each learner is required to create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria. 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 14).

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

- learner's proof of work
- Assessor observation – completed observational checklists and related action plans
- witness testimony
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- learner reports.

You'll also find a variety of assessment and moderation pro-formas here:

www.ncfe.org.uk/centre-information/assessment-and-moderation-pro-formas.

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 these qualifications. 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 relating 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.

Supervision of learners

Assessors are expected to supervise and guide learners when carrying out work that is internally assessed.

Assessors should supervise the work carried out by learners to:

- monitor their progression
- prevent plagiarism
- ensure that any practical work is undertaken safely and in accordance with health and safety requirements
- ensure that the work completed is in accordance with the qualification specification and is suitable for internal assessment.

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 Moderator.

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 Moderator will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Moderators 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 Moderator 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 Moderator to hear both the learner(s) and the Assessor (if applicable).

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.
-

Section 4

General information

General information

Equal opportunities

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

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external moderation 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.ncfe.org.uk/centre-information/policies-and-regulations/

Data protection

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

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 qualificationfeedback@ncfe.org.uk, giving us a call on 0191 239 8000, responding to the next survey we send you, or completing this form <http://www.ncfe.org.uk/qualifications/qualification-feedback/> - the link to this is on the right hand side of our main 'Qualifications' page. By doing this, you're playing an important role in helping us continue to develop and enhance our qualifications for the benefit of your learners.

Contact us

NCFE
Q6
Quorum Business Park
Benton Lane
Newcastle upon Tyne
NE12 8BT

Tel: 0191 239 8000*
Fax: 0191 239 8001
Email: service@ncfe.org.uk
Website: www.ncfe.org.uk

© NCFE Issue 1 October 2015

Information in this qualification specification is correct at the time of publishing but may be subject to change.

NCFE is a registered charity (Registered Charity No. 1034808) and a company limited by guarantee (Company No. 2896700).

All the material in this publication is protected by copyright.

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