



UCAS

UK qualifications

For entry to university or
college in 2015

This publication contains information relating to a wide range of UK qualifications offered for undergraduate admission in the UK.

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Preface

The purpose of this guide is to provide helpful information about pre-HE qualifications and other entry routes to HE. It is intended primarily to be a working manual for admissions tutors in higher education providers (HEPs). It should also be of use and interest to staff in schools, colleges and the FE sector.

It is organised in two main parts: the first deals with qualifications available in England, Wales and Northern Ireland; the second concentrates on the education system in Scotland. It therefore contains details of a wide range of qualifications, but concentrates on those at National Qualifications Framework (NQF) or Qualifications Credit Framework (QCF) levels 2 and 3 or equivalent. Qualifications are listed alphabetically in the main body of the guide. This structure has been adopted to promote ease of use of the document, to provide an effective tool for use in the admissions process.

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List of abbreviations

A	Advanced
AA	Advanced Apprenticeship
ABC	ABC Awards
ABL	Awarding Body Linkage
ABRSM	Associated Board of the Royal Schools of Music
ACAC	Curriculum and Assessment Authority for Wales (no longer current)
ACCAC	Awdurdod Cymwysterau Cwricwlwm Ac Asesu Cymru/ Qualifications, Curriculum and Assessment Authority for Wales (now the Welsh Government)
ACER	Australian Council for Education Research
ACGI	Associate of City and Guilds Institute
ADA	Advanced Double Award
ADES	Association of Directors of Education in Scotland
AEA	Advanced Extension Award
AEB	Associated Examining Board (no longer current)
AGNVQ	Advanced General National Vocational Qualification (no longer current)
AH	Advanced Higher
AICE	Advanced International Certificate of Education
AIDA	Award in Digital Applications
ALCC	Associate of London Chamber of Commerce and Industry
AO	Alternative Ordinary level
APEL	Accreditation of Prior Experiential Learning
APL	Accreditation of Prior Learning
AQA	Assessment and Qualifications Alliance
AS	Advanced Subsidiary (from September 2000)
AS	Advanced Supplementary (last examination 2001)
ASC	Association of Scottish Colleges
ASDA	Advanced Subsidiary Double Award
ASDAN	Award Scheme Development and Accreditation Network
ASVCE	Advanced Subsidiary Vocational Certificate of Education (last award 2006)
ATD	Advanced Technician Diploma
AVA	Authorised Validating Agency
AVCE	Advanced Vocational Certificate of Education (last award 2006)
AVCEDA	Advanced Vocational Certificate of Education Double Award (last award 2006)
BEC	Business Education Council (no longer current)
BHS	The British Horse Society
BIS	Department for Business Innovation and Skills
BMAT	BioMedical Admissions Test
BTEC	Business and Technology Education Council
CABs	Component Awarding Bodies
CACHE	Council for Awards in Children's Care and Education
CAE	Certificate of Advanced English
CAS	Creativity, Action, Service
CATS	Credit Accumulation and Transfer System
CBI	Confederation of British Industry
CBS	Cambridge Business Skills
CCEA	Northern Ireland Council for the Curriculum, Examinations and Assessment
CCLC	Council for Citizenship and Learning in the Community
CCP	Certificate in Childminding Practice
CCP	Contact Centre Professional
CEE	Certificate of Extended Education (no longer current)
CEFR	Common European Framework of Reference for Languages
CeFS	Certificate in Financial Studies
CELS	Certificate in English Language Skills
CEP	Curriculum Enrichment Programme
CES	Certificate of Extended Studies
CfE	Curriculum for Excellence
CFS	Certificate of Further Studies
CFSP	Certificate in Financial Services Practice
CIB	Chartered Institute of Bankers
CIDA	Certificate in Digital Applications
CIE	Cambridge International Examinations
CIOBS	Chartered Institute of Bankers in Scotland
CIT	Cambridge Information Technology
CLS	Community Learning Scotland
CNAA	Council for National Academic Awards (no longer current)
COSLA	Convention of Scottish Local Authorities
CPD	Certificate of Professional Development
CPD	Continuing Professional Development
CPE	Certificate of Proficiency in English
CQFW	Credit and Qualifications Framework for Wales
CRA	Centre for Recording Achievement
CSCA	Cambridge Skills and Career Award
CSE	Certificate of Secondary Education (no longer current)
CSV	Community Service Volunteers
CSYS	Certificate of Sixth Year Studies (no longer current)
CTA	Certificate for Teaching Assistants
DABs	Diploma Awarding Bodies
DAS	Diploma Aggregation Service
DCE	Diploma in Child Care and Education
DDP	Diploma Development Partnership
DEBF	Diploma in English for Banking and Finance
DENI	Department of Education in Northern Ireland
DfE	Department for Education
DFSM	Diploma in Financial Services Management
DIDA	Diploma in Digital Applications
DipFS	Diploma in Financial Studies
DPPW	Diploma in Playgroup Practice in Wales
DPW	Diploma in Playwork
DTEP	Diploma in Trust and Estate Practice
EB	European Baccalaureate
ECTS	European Credit Transfer System
EDI	Education Development International
EFL	English as a Foreign Language
EQF	European Qualifications Framework
EQL	Equestrian Qualifications Limited
ESB	English Speaking Board
ESOL	English for Speakers of Other Languages
EU	European Union
FAB	Federation of Awarding Bodies
FAD	Foundation Art and Design
FC	First Certificate
FCE	First Certificate in English
FD	First Diploma
FE	Further Education
FEFC	Further Education Funding Council
FEHQ	Framework for Higher Education Qualifications
FEI	Further Education Institution
FEnto	Further Education National Training Organisation
FLAW	Foreign Languages at Work
FLIC	Foreign Languages for Industry and Commerce
FMP	Final Major Project
FSMQ	Free-standing Mathematics Qualification
FTC	Full Technological Certificate
FTD	Full Technological Diploma
GAMSAT	Graduate Medical School Admissions Test
GC	General Certificate
GCE	General Certificate of Education
GCGI	Graduate of City and Guilds Institute
GCSE	General Certificate of Secondary Education
GD	General Diploma
GLH	Guided Learning Hours
GNVQ	General National Vocational Qualification
GOAL	Global Online Assessment for Learning
GSVQ	General Scottish Vocational Qualification (no longer current)
H	Higher
HAS	Headteachers' Association of Scotland
HAT	History Aptitude Test
HE	Higher Education
HEFCE	Higher Education Funding Council
HEP	Higher Education Provider
HEPI	Higher Education Policy Institute
HESA	Higher Education Statistics Agency
HIE	Highlands and Islands Enterprise
HL	Higher Level
HMIE	Her Majesty's Inspectorate of Education

HNC	Higher National Certificate
HND	Higher National Diploma
HPAT	Health Professions Admission Test
IAD	Advanced Diploma in Computer Studies
IAS	International Accounting Standards
IB	International Baccalaureate
IBCC	International Baccalaureate Careers-related Certificate
IBDP	International Baccalaureate Diploma Programme
IBMYP	International Baccalaureate Middle Years Programme
IBO	International Baccalaureate Organisation
ICAAE	International Curriculum and Assessment Agency Examinations
ICCE	International Certificate of Christian Education
ICCS	International Certificate in Computer Studies
ICF	Industrial Careers Foundation
ICM	Institute of Commercial Management
ICT	Information and Communication Technology
IDCS	International Diploma in Computer Studies
IELTS	International English Language Testing Certificate
IFPS	International Foundation Programme – Scotland
IFS	ifs School of Finance
IGCSE	International General Certificate of Secondary Education
IT	Information Technology
ITO	Industry Training Organisation
IVA	Integrated Vocational Assessment
IWA	Institute of Welsh Affairs
JAC	Joint Advisory Committee
JACQA	Joint Advisory Committee for Qualifications Approval
JCG	Joint Curriculum Group
JCQ	Joint Council for Qualifications
JMB	Joint Matriculation Board (no longer current)
KS	Key Stage
LCCI	London Chamber of Commerce and Industry International
LCGI	Licentiate of City and Guilds Institute
LCM	London College of Music (no longer current)
LCMM	London College of Music and Media
LEAG	London East Anglian Group (no longer current)
LMC	Learning Materials for Change
LNAT	National Admissions Test for Law
LSC	Learning and Skills Council
LSN	Learning and Skills Network (no longer current)
LTSN	Learning and Teaching Support Network
MCGI	Member of City and Guilds Institute
MEG	Midlands Examining Group (no longer current)
MFL	Modern Foreign Language
MML	Modern and Medieval Languages Test
MSAT	Medical School Admissions Test
NAS	National Apprenticeship Service
NC	National Certificate
NCEE	National Council for Educational Excellence
NCSC	National Christian Schools' Certificate
NCSCB	National Christian Schools' Certificate Board
NCVQ	National Council for Vocational Qualifications (no longer current)
ND	National Diploma
NDAQ	National Database of Accredited Qualifications (replaced by the Register of Regulated Qualifications)
NDTEF	National Design and Technology Education Foundation
NEA	Northern Examining Association (no longer current)
NEAB	Northern Examinations and Assessment Board (no longer current)
NIACE	National Institute of Adult Continuing Education
NICATS	Northern Ireland Credit Accumulation and Transfer System
NICC	Northern Ireland Council for the Curriculum (no longer current)
NICCEA	Northern Ireland Council for the Curriculum, Examinations and Assessment (often abbreviated to CCEA)
NISEAC	Northern Ireland Schools Examinations and Assessment Council (no longer current)
NISEC	Northern Ireland Schools Examinations Council (no longer current)
NNEB	National Nursery Examination Board (no longer current)
NOCN	(formerly) National Open College Network
NQF	National Qualifications Framework
NRA	National Record of Achievement
NTO	National Training Organisation (now replaced by Sector Skills Council)
NUCCAT	Northern Universities Consortium for Credit Accumulation and Transfer
NUS	National Union of Students
NVQ	National Vocational Qualification
O	Ordinary level (no longer current)
OCEAC	Oxford and Cambridge Examinations and Assessment Council (no longer current)
OCN	Open College Network
OCR	Oxford, Cambridge and RSA examinations
OCSEB	Oxford and Cambridge Schools Examination Board (no longer current)
Ofqual	Office of the Qualifications and Examinations Regulator
OIB	Option Internationale du Baccalauréat
ONC	Ordinary National Certificate
OND	Ordinary National Diploma
OU	Open University
PD	Professional Development
PDA	Professional Development Award
PDP	Professional Development Planning
PFIG	Progress File Implementation Group
QA	Quality Assurance
QAA	Quality Assurance Agency for Higher Education
QAN	Qualification Accreditation Number
QCDA	Qualifications and Curriculum Development Agency (no longer current)
QCF	Qualifications and Credit Framework
QIA	Quality Improvement Agency
RET	Record of Education and Training (no longer current)
RITS	Regulatory IT System (The Register of Regulated Qualifications)
SACCA	Scottish Advisory Committee on Credit and Access
SBA	Scenario-Based Assignment
SBS	School Based Syllabus
SCAA	School Curriculum and Assessment Authority (no longer current)
SCAVA	Standing Conference of Authorised Validating Agencies
SCE	Scottish Certificate of Education (no longer current)
SCOP	Standing Conference of Principals (now GuildHE)
SCOTBEC	Scottish Business Education Council (no longer current)
SCOTCAT	Scottish Credit Accumulation and Transfer
SCOTEC	Scottish Technical Educational Council (no longer current)
SCOTVEC	Scottish Vocational Education Council (no longer current)
SCQF	Scottish Credit and Qualifications Framework
SE	Scottish Enterprise
SEB	Scottish Examination Board (no longer current)
SEC	Secondary Examinations Council (no longer current)
SEEC	Southern England Consortium for Credit Accumulation and Transfer
SEED	Scottish Executive Education Department
SEETLD	Scottish Executive Enterprise, Transport and Lifelong Learning Department
SEFIC	Spoken English for Industry and Commerce
SEG	Southern Examining Group (no longer current)
SFA	Skills Funding Agency
SFEFC	Scottish Further Education Funding Council
SGA	Scottish Group Award
SHEFC	Scottish Higher Education Funding Council
SIFP	Scottish International Foundation Programme (no longer current)
SL	Standard Level
SLS	School Leaders Scotland
SP	Special Paper (no longer current)
SPA	Scottish Progression Award
SPA	Supporting Professionalism in Admissions
SQA	Scottish Qualifications Authority
SQC	Scottish Qualifications Certificate
SSAScot	Sector Skills Alliance Scotland
SSC	Sector Skills Council
STEP	Sixth Term Examination Paper

List of abbreviations

STUC	Scottish Trade Unions Congress
SUFI	Scottish University for Industry
SUJB	Southern Universities Joint Board
SVQ	Scottish Vocational Qualification
SWAP	Scottish Wider Access Programme
TD	Technician Diploma
TEC	Technician Education Council (no longer current)
TEC	Training and Enterprise Council (no longer current)
TOEFL	Test of English as a Foreign Language
TSA	Thinking Skills Assessment
UACE(S)	Universities Association for Continuing Education (Scotland)
UAL	University of the Arts, London
UCAS	Universities and Colleges Admissions Service
UCCA	Universities Central Council on Admissions (no longer current)
UCLES	University of Cambridge Local Examinations Syndicate
UFI	University for Industry
UKCAT	UK Clinical Aptitude Test
UKCES	UK Commission for Employment and Skills
ULEAC	University of London Examinations and Assessment Council (no longer current)
ULSEB	University of London Schools Examination Board (no longer current)
ULSED	University of London Schools Examination Department (no longer current)
UMS	Uniform Mark Scale
UODLE	University of Oxford Delegacy of Local Examinations (no longer current)
UUK	Universities UK
VCE	Vocational Certificate of Education
WBAD	Welsh Baccalaureate Advanced Diploma
WJEC	Welsh Joint Education Committee
YE	Young Enterprise
YPLA	Young People's Learning Agency

The background features several overlapping, semi-transparent red geometric shapes. A large, light red shape is at the top left, a darker red shape is at the bottom left, and a medium red shape is on the right side. In the center, there is a dark red rectangular area containing the title text.

**Qualifications in
England, Wales and
Northern Ireland**

Introduction

Welcome to the UCAS UK Qualifications Guide 2015.

The qualifications landscape is currently undergoing significant reform. Administrations throughout the UK are reviewing and reforming the qualifications offered in schools and colleges, as well as reviewing vocational qualifications and apprenticeship frameworks. Qualifications are also being increasingly used for school accountability measures, which also continue to undergo significant reform.

These reforms will present challenges for admissions tutors and admissions teams as they develop their understanding of the new qualifications and decide if, and how, to adjust their admissions policies and practice to maintain fair and transparent admissions. For several years students are likely to be seeking admission with combinations of old and new qualifications. The historical evidence base on which admissions policies are based may need to be re-evaluated.

The qualifications landscape is made even more complex as we see greater divergence in the qualifications offered in England, Wales and Northern Ireland following the ending of the joint regulation of GCSEs and A levels. For example, from 2015 we will begin to see structurally different A level qualifications delivered in England, Wales and Northern Ireland. We will also see significantly different GCSE qualifications taught throughout the UK with different grading scales and standards.

Below is a summary of the current policy direction in relation to A levels and GCSEs. A more detailed and wide-ranging summary of qualifications reform can be found on the UCAS website. These web pages cover A levels, and GCSEs across the UK, vocational qualifications, apprenticeships, Scottish Highers and Advanced Highers, and the Access to HE Diploma, and also include a detailed timeline showing when revised qualifications are first taught and when they reach HE.

UCAS will continue to update you on qualifications reform and support schools, advisers and HEPs through the provision of further high quality qualifications information.

ENGLAND

A levels

From September 2015, A levels in England are becoming two-year linear qualifications with more synoptic assessment and terminal examinations in the final summer. The AS will be decoupled from the full A level and become a standalone qualification that can be co-taught in most cases. Resit opportunities are now limited and January assessment opportunities ceased in 2013.

Ofqual has confirmed that revised versions of the following subjects will be first taught from September 2015:

- Art and design
- Business
- Computer science
- Economics
- English: English language, English literature, English language and literature
- History
- Psychology
- Sciences: biology, chemistry, physics
- Sociology

Further subjects will be revised for first teaching in 2016 and 2017.

Science Practical

From 2015 revised A levels will be taught in Biology, Chemistry and Physics. Ofqual will require the separate reporting of performance in practical assessments in these subjects.

The overall grade will be determined by written examinations. The written exam will include assessment on the theory and application of practical experimentation and this will account for at least 15% of the total marks available in the exam.

As part of the A level programme a learner will have to carry out a minimum of 12 practical activities. The written exam will include questions in the context of these and other practical activities.

Students will receive two grades for science qualifications: one for written exams (A*-U) and one for using practical skills (Pass/Fail).

At the time of publication, this change is due to take place in England only.

GCSEs

In England, new GCSEs in English language, English literature and mathematics are being introduced from September 2015. The following subjects are being reformed for first teaching from September 2016:

Ancient languages	Geography
Art and design	History
Citizenship studies	Modern foreign languages
Computer science	Music
Dance	Physical education
Design and technology	Religious studies
Drama	Science

Revised GCSEs in England will be graded 1-9 (as opposed to A*-G). The new grades will not directly align to the current grades but it is expected that grade 4 will correspond to the current grade C.

Vocational qualifications (VQs)

VQ reforms are ongoing. The Department for Education (DfE) is committed to ensuring parity of esteem between VQs and more academic qualifications, so more rigorous assessment will be introduced from September 2016, with more external assessment, for example BTECs and OCR Nationals will include synoptic and external assessment. The DfE has announced lists of Applied General qualifications and Tech Level qualifications, which have been endorsed by HE and employers respectively. Only these qualifications will count towards secondary Key Stage 4 performance measures.

A list of qualifications which will count in the 2015 Key Stage 4 performance tables can be found on the DfE website at www.gov.uk/government/uploads/system/uploads/attachment_data/file/276664/2015_ks4_wolf_list.pdf

WALES

A levels

From September 2015, new A levels are being implemented, following the Welsh Government's acceptance of the recommendations of the Review of 14-19 Qualifications in Wales.

A levels in Wales are retaining an AS component with an examination at the end of each year. The AS will make a 40% contribution to the overall result of reformed A levels (as opposed to the current 50%). Resit opportunities are now limited and January assessment opportunities ceased in 2014.

GCSEs

New GCSEs are being introduced from September 2015 and the existing grading scale (A*-G) will be retained.

Two new Maths GCSEs and new GCSEs in English Language and Welsh Language will be introduced from 2015.

From 2016, “Wales only” specifications will be introduced for the following subjects.

- Art and design
- Biology
- Chemistry
- Design and technology
- Drama
- Geography
- History
- Modern foreign languages: French, German, Spanish
- Music
- PE
- Physics
- Religious studies.

Welsh Baccalaureate

The next few years will see three variations of the Welsh Baccalaureate Advanced level taught in Wales:

- 2014 will see the final awarding of the Welsh Baccalaureate with a pass/fail grading system.
- One of the initial recommendations of the Review of Qualifications for 14 to 19 year olds in Wales recommended that the current Welsh Baccalaureate be graded, therefore 2015 (2013 first teaching) will see the first awarding of the graded Welsh Baccalaureate Advanced level. The qualification will be graded A*–C.
- The Review of Qualifications for 14 to 19 year olds in Wales also recommended a revised and more rigorous Welsh Baccalaureate be developed for first teaching in 2015 (first award 2017).

The new Welsh Baccalaureate Advanced level Core will seek to develop a number of different skills, such as literacy, numeracy, personal effectiveness, critical thinking and problem solving through the completion of four challenges:

- The Individual Project Challenge
- Global Citizenship Challenge
- Enterprise and Employability Challenge
- Community Challenge.

NORTHERN IRELAND

A levels

New A levels will be delivered in Northern Ireland from 2016. A levels in Northern Ireland are retaining an AS component with an examination at the end of each year. CCEA is currently reviewing the contribution that the AS grade makes to the full A level and an announcement is expected in the near future. Resit opportunities are now limited and January assessment opportunities ceased in 2014.

GCSEs

Revised GCSEs will begin to be taught in 2015 in English and maths. Further revised specifications will be taught from 2016.

The Northern Irish Government is currently considering a longer term strategy for qualifications in Northern Ireland. This may result in further changes to the qualifications system in Northern Ireland.

SCOTLAND

The Scottish Government is continuing with the roll out of Curriculum for Excellence and has introduced revised Highers for 2014 and Advanced Highers for 2015.

Details of Curriculum for Excellence can be found on page 193.

QUALIFICATIONS INFORMATION REVIEW AND NEW QUALIFICATION INFORMATION SERVICE

UCAS recognises the importance of HEPs having reliable and up-to-date information about qualifications, especially at a time of significant reform. Following the conclusion of the Qualifications Information Review (QIR), UCAS established the New Qualifications Information Service (NQIS) project to deliver the recommendations of the QIR, namely that HE admissions staff want better information about qualifications to help inform decision making, a standard means of broadly comparing qualifications and better guidance about the use of qualifications and the UCAS Tariff within HE admissions.

The aims of the NQIS project were to deliver the following:

- a new Tariff/points system to support management information requirements and, if desired, admissions
- provision of better, more detailed information about priority qualifications on the UCAS website.

The NQIS project has developed a new Tariff to provide a simpler and more transparent means of allocating points to a wider range of qualifications, based on a consistent application of a size by grade calculation. The new Tariff will be used for applications submitted for the 2017 admissions cycle onwards (i.e. for students making applications from September 2016 for full-time courses starting from September 2017), with information and guidance materials becoming available from autumn 2014. New Tariff points for 2017 admissions will be published in September 2014.

The NQIS project has also developed Qualification Information Profiles (QIPs). The aim of the profiles is to provide objective information which HEPs can use to make informed decisions about the admission of students. The profiles use a common format to provide a detailed overview of qualifications, enabling HE admissions staff to compare profiles of less familiar international and EU qualifications (published separately) with these more familiar benchmarks. QIPs are available for selected UK benchmark qualifications, Access to HE programmes and Apprenticeship frameworks on the UCAS website at www.ucas.com/how-it-all-works/advisers-and-referees/guides-and-resources

UCAS would welcome any feedback on the qualifications guide. Any comments or questions should be sent to quals@ucas.ac.uk.

The Qualifications and Credit Framework (QCF)

The Qualifications and Credit Framework allows learners' achievement to be recognised and recorded as they progress. It allows credit to be awarded for units (small steps of learning), and for the credits to be combined to allow for the award of a qualification. The flexibility of the system allows learners to accumulate units and to work towards the achievement of the qualification most relevant for them.

Ofqual, together with its partner regulators in Wales (Welsh Government) and Northern Ireland (CCEA), is responsible for regulation of the QCF. In Wales, the QCF forms part of the Credit and Qualifications Framework for Wales (CQFW). The framework is regulated to secure the validity and reliability of the award of qualifications within it and give confidence in the range of achievements across learners, subject areas and qualification types.

DETAILS OF THE QCF

Units are the building blocks of all QCF qualifications. The development of units within the QCF is explicitly separated from the development of rules of combination, the accreditation of qualifications and the subsequent assessment of units and award of credits and qualifications. The qualifications system has eight main elements:

- Developing units
- Placing units in the unit databank
- Developing qualifications
- Accrediting qualifications
- Offering units and qualifications to learners
- Assessing achievement
- Awarding credits
- Awarding qualifications.

QCF UNITS

Ofqual maintains a unit databank. Recognised awarding organisations can place units in the unit databank without further intervention from Ofqual. Once units are in the databank, they may be used to build qualifications. Awarding organisations use rules of combination to group units together and develop qualifications. At this point the units included in the qualification are made available to learners and the qualification is offered for use. The awarding organisation is responsible for carrying out assessments of units and awarding credits and qualifications.

IDENTIFYING QCF QUALIFICATIONS

Every unit and qualification has a credit value and a level. One credit represents 10 notional hours of learning, showing how much time a learner working at the level of the unit would on average take to complete the unit or qualification. Levels indicate difficulty and vary from entry (1) to level 8.

The size of a qualification is indicated by use of one of the following terms in its title:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits or more).

Awards, certificates and diplomas can exist at any of the levels and the level is included in the qualification title. The title of a QCF qualification follows a standard format of the level, size and a description of the content, e.g. Level 3 Certificate in Mechanical Engineering Technology.

(Note – where there are a range of qualifications from the same awarding organisation within the award, certificate or diploma band covering the same content and title these will be identified by the use of “subsidiary” and “extended”, e.g. subsidiary diploma, diploma, extended diploma).

REGULATORY PROCESSES

Ofqual and other qualification regulators recognise organisations that meet the regulatory requirements. Ofqual also monitors the performance of recognised organisations and the quality of the units and qualifications they develop.

A list of all qualifications that have been referenced to the QCF can be found at <http://register.ofqual.gov.uk/> and this includes their unit content as well as qualification and unit credit values.

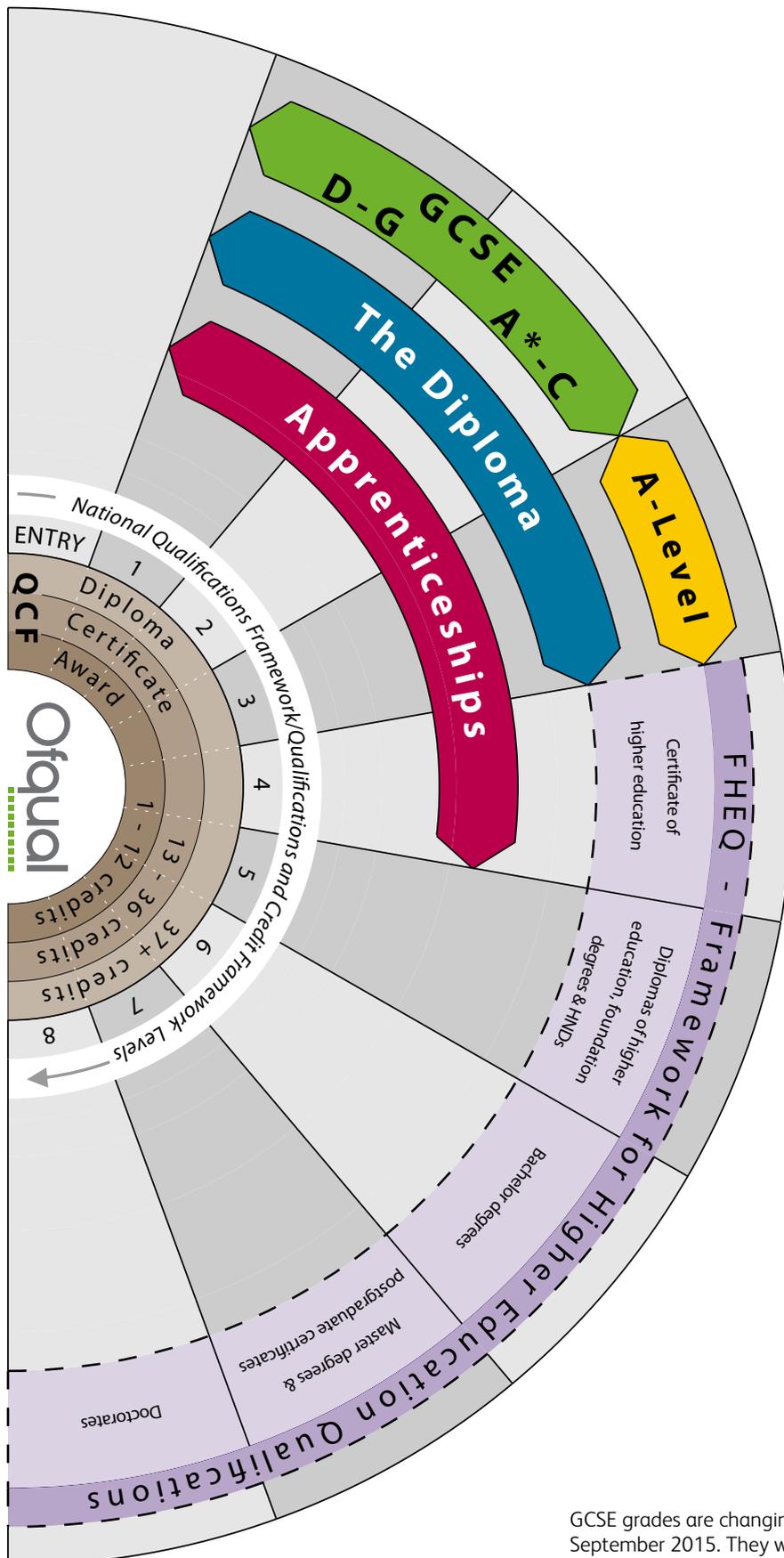
RELATIONSHIP TO THE NATIONAL QUALIFICATIONS FRAMEWORK (NQF) AND (FHEQ) FRAMEWORK FOR HIGHER EDUCATION QUALIFICATIONS

England currently has two qualifications frameworks that non-HE qualifications may be referenced to: the QCF and the NQF. The levels of the NQF and QCF use the same descriptors and have been referenced together.

The Framework for Higher Education Qualifications (FHEQ) describes the achievement represented by higher education qualifications. The framework applies to degrees, diplomas, certificates and other academic awards granted by a higher education provider with degree-awarding powers. The NQF and QCF Levels 4-8 and the FHEQ are referenced at the same levels although the size of qualifications varies.

QUALIFICATION LEVELS

The following diagram shows how the framework levels relate to each other along with examples of qualifications at various levels.



GCSE grades are changing for courses commencing from September 2015. They will be replaced by grades 1–9 (9 is the highest). Lettered grades are being retained in Wales and Northern Ireland.

Qualifications currently offered

ABC Level 3 Award/Certificate in Advertising

BACKGROUND:

These qualifications offer learners a range of pathways in specific areas of advertising. Each pathway enables learners to develop methodological and technical skills within the specific area.

NUMBER OF UNITS/STRUCTURE:

Award – learners must achieve a minimum of eight credits from one pathway.

Certificate – learners must achieve a minimum of 32 credits from one pathway.

ASSESSMENT METHOD:

Portfolio of Evidence.

GRADING SYSTEM:

Award – pass

Certificate – pass/merit/distinction

QUALITY ASSURANCE:

Internal and external moderation of portfolio.

PROGRESSION:

Learners can progress to further and higher education or training through the development of specific technical and creative skills. Progression could be through the ABC Awards Level 3/4 Diploma in Foundation Studies in Art, Design and Media.

ABC Level 3 Certificate in Anatomy, Physiology and Pathology for Complementary Therapies

BACKGROUND:

The ABC Level 3 Certificate in Anatomy, Physiology and Pathology for Complementary Therapies is made up of QCF credit rated units developed in association with Skills for Health, the Sector Skills Council for the Health and Social Care Sector.

The qualification aims to encourage knowledge and understanding and to provide skills for those interested in the beauty, complementary therapy and sports sectors.

NUMBER OF UNITS/STRUCTURE:

Learners must achieve a minimum of 13 credits from one mandatory unit.

ASSESSMENT METHOD:

Coursework, portfolio of evidence, practical demonstration/assignment.

GRADING SYSTEM:

Pass

QUALITY ASSURANCE:

Internal assessment, internal and external moderation of portfolio.

PROGRESSION:

Learners can progress onto further ABC Level 3 qualifications in complementary therapies or employment within the complementary therapy industry.

ABC Level 3 Award/Diploma in Animation

BACKGROUND:

These qualifications offer learners a range of pathways in specific areas of animation. Each pathway enables learners to develop methodological and technical skills within the specific area.

NUMBER OF UNITS/STRUCTURE:

Award – learners must achieve a minimum of eight credits from one pathway.

Diploma – learners must achieve a minimum of 64 credits from one pathway.

ASSESSMENT METHOD:

Portfolio of evidence

GRADING SYSTEM:

Award – pass

Diploma – pass/merit/distinction

QUALITY ASSURANCE:

Internal and external moderation of portfolio.

PROGRESSION:

Learners can progress to further and higher education or training through the development of specific technical and creative skills. Progression could be through the ABC Awards Level 3/4 Diploma in Foundation Studies in Art, Design and Media.

ABC Level 3 Award/Certificate in Broadcasting

BACKGROUND:

These qualifications offer learners a range of pathways in specific areas of broadcast media. Each pathway enables learners to develop methodological and technical skills within the specific area.

NUMBER OF UNITS/STRUCTURE:

Award – learners must achieve a minimum of eight credits from one pathway.

Certificate – learners must achieve a minimum of 32 credits.

ASSESSMENT METHOD:

Portfolio of evidence

GRADING SYSTEM:

Award – pass

Certificate – pass/merit/distinction

QUALITY ASSURANCE:

Internal and external moderation of portfolio.

PROGRESSION:

Learners can progress to further and higher education or training through the development of specific technical and creative skills. Progression could be through the ABC Awards Level 3/4 Diploma in Foundation Studies in Art, Design and Media.

ABC Level 3 Certificate in Counselling Skills

BACKGROUND:

The ABC Level 3 Certificate in Counselling Skills is made up of QCF credit rated units developed in association with Skills for Health, the Sector Skills Council for the Health and Social Care Sector, and awarding organisation partners.

NUMBER OF UNITS/STRUCTURE:

Learners must complete both mandatory units to achieve 22 credits.

ASSESSMENT METHOD:

Coursework, portfolio of evidence.

GRADING SYSTEM:

Pass

QUALITY ASSURANCE:

Internal assessment, internal and external moderation of portfolio.

PROGRESSION:

Learners can progress onto the ABC Level 3 Diploma in Counselling Skills.

ABC Level 3 Award/Certificate in Craft

BACKGROUND:

These qualifications offer learners a range of pathways in specific areas of craft. Each pathway enables learners to develop methodological and technical skills within the specific area.

NUMBER OF UNITS/STRUCTURE:

Award – learners must achieve a minimum of eight credits from one pathway.

Certificate – learners must achieve a minimum of 32 credits.

ASSESSMENT METHOD:

Portfolio of evidence

GRADING SYSTEM:

Award – pass

Certificate – pass/merit/distinction

QUALITY ASSURANCE:

Internal and external moderation of portfolio.

PROGRESSION:

Learners can progress to further and higher education or training through the development of specific technical and creative skills. Progression can be through the ABC Awards Level 3/4 Diploma in Foundation Studies in Art, Design and Media.

ABC Level 3 Award/Certificate/Diploma in Fashion and Textiles

BACKGROUND:

The ABC Level 3 Award/Certificate/Diploma in Fashion and Textiles form part of a suite of qualifications in Fashion and Textiles at Levels 1, 2 and 3. They are a result of employer feedback identifying a demand for programmes of learning in particular specialist areas and the development of technical skills in specific occupational areas.

These qualifications provide a good progression route to the Skillset Fashion and Textiles Apprenticeships.

NUMBER OF UNITS/STRUCTURE:

Award – learners must achieve eight credits from one pathway.

Certificate – learners must achieve 24 credits from one pathway.

Diploma – learners must complete 80 credits from one pathway. For the pathway without endorsements learners must achieve a minimum of 80 credits to achieve this pathway, this must include a minimum of 56 credits achieved at Level 3.

ASSESSMENT METHOD:

Portfolio of evidence

GRADING SYSTEM:

Pass

QUALITY ASSURANCE:

Internal and external moderation of portfolio.

PROGRESSION:

These qualifications provide a good progression route to the Skillset Fashion and Textiles Apprenticeships.

ABC Level 3 Award/Certificate in Fashion Retail

BACKGROUND:

These qualifications have been developed in association with the Fashion Retail Academy London. The primary aim of the qualifications is to enable learners to acquire the depth of skills and underpinning knowledge to support progress into further education/training or employment (on a management training programme) within a fashion retail company.

These qualifications provide opportunities for integrated learning through practical application – in-store and academic activities. The assessment methodology combines both practical industry-based assessment, along with the traditional academic methods.

NUMBER OF UNITS/STRUCTURE:

Award – learners must achieve a minimum of seven credits at Level 3.

Certificate – learners must achieve a minimum of 30 credits at Level 3 of which 15 credits must come from the mandatory units in group A and a minimum of 15 credits must come from the optional units in group B.

ASSESSMENT METHOD:

Portfolio of evidence

GRADING SYSTEM:

Pass

QUALITY ASSURANCE:

Internal assessment, internal and external moderation of portfolio.

PROGRESSION:

Learners who successfully gain the ABC Level 3 qualifications in Fashion Retail can progress onto:

- further ABC Level 3 and Level 4 Retail qualifications
- employment on a management training programme within a fashion retail company
- new business start-up or other employment
- retail fashion management foundation degree or honours degree or associated HE programmes.

ABC Level 3 Diploma in Fashion Retail

QCF LEVEL:

Level 3

BACKGROUND:

This qualification was originally developed in association with the Fashion Retail Academy London. It has a uniqueness over existing provision within this sector inasmuch as there is integrated learning through practical application – in-store and academic activities. This delivery and assessment approach ensures the learners have a fulfilling experience in developing their personal attributes along with skills and knowledge to excel in the fashion retail industry and harbour an entrepreneurial talent.

The Diploma has achieved full status within the QCF.

PREREQUISITES:

The Level 2 Diploma in Fashion Retail

or

GCSE English and mathematics grades A – C or Level 2 equivalent.

Aptitude and enthusiasm for the fashion retail industry.

Minimum age 16 years.

NUMBER OF UNITS/STRUCTURE:

Learners must achieve a minimum of 79 credits. 47 credits must come from the mandatory Level 3 units in group A (five units) and a minimum of 32 credits from the Level 3 optional units in group B. For further details see www.abcawards.co.uk/archive-qualifications/1384-3

The qualification equates to a minimum of 576 GLH.

ASSESSMENT METHOD:

Internally assessed and internally and externally moderated.

GRADING SYSTEM:

ABC Level 3 Diploma has been allocated UCAS Tariff points as follows:

Grade	UCAS Tariff points
Distinction	160
Merit	120
Pass	80

For more information about the UCAS Tariff please see Appendix B.

ABC Level 3 Award/Diploma in Graphic Design

BACKGROUND:

These qualifications offer learners a range of pathways in specific areas of graphic design. Each pathway enables learners to develop methodological and technical skills within the specific area.

NUMBER OF UNITS/STRUCTURE:

Award – learners must achieve a minimum of eight credits from one pathway.

Diploma – learners must achieve a minimum of 64 credits from one pathway.

ASSESSMENT METHOD:

Portfolio of evidence

GRADING SYSTEM:

Award – pass

Diploma – pass/merit/distinction

QUALITY ASSURANCE:

Internal and external moderation of portfolio.

PROGRESSION:

Learners can progress to further and higher education or training through the development of specific technical and creative skills. Progression could be through the ABC Awards Level 3/4 Diploma in Foundation Studies in Art, Design and Media.

ABC Level 3 Award/Certificate in Journalism

BACKGROUND:

These qualifications offer learners a range of pathways in specific areas of journalism. Each pathway enables learners to develop methodological and technical skills within the specific area.

NUMBER OF UNITS/STRUCTURE:

Award – learners must achieve a minimum of eight credits from one pathway.

Certificate – learners must achieve a minimum of 32 credits, this must include 16 credits from the mandatory units and 16 credits from the option units.

ASSESSMENT METHOD:

Portfolio of evidence

GRADING SYSTEM:

Pass/merit/distinction

QUALITY ASSURANCE:

Internal and external moderation of portfolio.

PROGRESSION:

Learners can progress to further and higher education or training through the development of specific technical and creative skills.

ABC Level 3 Language qualifications

BACKGROUND:

ABC Language qualifications are divided into three sections:

- Roman Script Languages
- Non-Roman Script Languages
- British Sign Language.

All of these language qualifications can be tailored to suit both individual and workforce needs due to their flexible unit content.

NUMBER OF UNITS/STRUCTURE:

Awards in Reading and Writing in French, German, Italian and Portuguese – Learners must achieve nine credits from the three mandatory units.

Awards in Speaking and Listening in French, German, Italian, Portuguese and Spanish – Learners must achieve nine credits from the three mandatory units.

Awards in Reading and Writing in Greek and Japanese – Learners must achieve 12 credits from the three mandatory units.

Award in Signing and Receiving Skills in British Sign Language – Learners must achieve 12 credits from the three mandatory units.

Awards in Speaking and Listening in Greek and Japanese – Learners must achieve 12 credits from the three mandatory units.

Certificates in Practical French, Practical German and Practical Spanish – Learners must achieve 18 credits from the six mandatory units.

ASSESSMENT METHOD:
Portfolio of evidence

GRADING SYSTEM:
Pass

QUALITY ASSURANCE:
Internal and external moderation of portfolio.

PROGRESSION:
Learners can progress to further education or employment.

ABC Level 3 Award/Certificate/ Diploma in Photography

BACKGROUND:
These qualifications offer learners a range of pathways in specific areas of photography. Each pathway enables learners to develop methodological and technical skills within the specific area.

NUMBER OF UNITS/STRUCTURE:
Award – learners must achieve a minimum of eight credits from one pathway.

Certificate – learners must achieve a minimum of 32 credits from one pathway. This must include 24 credits from the pathway's mandatory units and eight credits for the pathway's optional units.

Diploma – learners must achieve a minimum of 64 credits from one pathway.

ASSESSMENT METHOD:
Portfolio of evidence

GRADING SYSTEM:
Award – pass
Certificate and diploma – pass/merit/distinction

QUALITY ASSURANCE:
Internal and external moderation of portfolio

PROGRESSION:
Learners can progress to further and higher education or training through the development of specific technical and creative skills. Progression could be through the ABC Awards Level 3/4 Diploma in Foundation Studies in Art, Design and Media.

ABC Level 3 Award/Certificate in Practical Animal Care Skills

BACKGROUND:
These qualifications have been developed in collaboration with industry, providers and Lantra. They will enable learners to gain appropriate skills and knowledge to progress to higher levels of learning or to employment in the animal care sector.

NUMBER OF UNITS/STRUCTURE:

Award – learners must achieve a minimum of 10 credits. At least six of these credits must be from group A – Level 3 units. The remaining credits can be made up of any other units from either group A or group B.

Certificate – learners must achieve a minimum of 30 credits; this will include four credits from group A (mandatory unit) plus a minimum of 26 credits from one of the groups B to G. A minimum of 16 credits must be at Level 3. The following pathways are available:
Group B – Level 3 Certificate in Practical Animal Care Skills
Group C – Level 3 Certificate in Practical Animal Care Skills (Animal Care and Welfare)
Group D – Level 3 Certificate in Practical Animal Care Skills (Zoo/Wildlife Establishments)
Group E – Level 3 Certificate in Practical Animal Care Skills (Dog Grooming)
Group F – Level 3 Certificate in Practical Animal Care Skills (Pet Care and Retail)
Group G – Level 3 Certificate in Practical Animal Care Skills (Animal Training)
Group H – Level 3 Certificate in Practical Animal Care Skills (Dog/Animal Wardens)
Group I – Level 3 Certificate in Practical Animal Care Skills (Animals in Education and Entertainment).

ASSESSMENT METHOD:
Portfolio of evidence

GRADING SYSTEM:
Pass

QUALITY ASSURANCE:
Internal and external moderation of portfolio.

PROGRESSION:
Learners can progress onto the Level 3 Diploma in Work-Based Animal Care; into employment, or gain promotion to a more senior position within existing employment.

ABC Level 3 Certificate in Practical Horticulture Skills

BACKGROUND:
This qualification has been developed in collaboration with industry, providers and Lantra – The Sector Skills Council for environmental and land-based industries. They enable learners to gain appropriate skills and knowledge to progress to higher levels of learning or to employment in the land-based sector.

NUMBER OF UNITS/STRUCTURE:
Learners must achieve a minimum of 28 credits. This will include six credits from group A (mandatory unit) plus a minimum of 22 credits from one of the groups B to G. At least 16 of the credits must be at Level 3.

ASSESSMENT METHOD:
Portfolio of evidence

GRADING SYSTEM:
Pass

QUALITY ASSURANCE:
Internal and external moderation of portfolio.

PROGRESSION:
Learners can progress into employment, onto further study or gain promotion to a more senior position within existing employment.

ABC Level 3 Award/Diploma in Spatial Design

BACKGROUND:

These qualifications offer learners a range of pathways in specific areas of spatial design. Each pathway enables learners to develop methodological and technical skills within the specific area.

NUMBER OF UNITS/STRUCTURE:

Award – learners must achieve a minimum of eight credits from one pathway.

Diploma – learners must achieve a minimum of 64 credits from one pathway.

ASSESSMENT METHOD:

Portfolio of evidence

GRADING SYSTEM:

Award – pass

Diploma – pass/merit/distinction

QUALITY ASSURANCE:

Internal and external moderation of portfolio.

PROGRESSION:

Learners can progress to further and higher education or training through the development of specific technical and creative skills. Progression could be through the ABC Awards Level 3/4 Diploma in Foundation Studies in Art, Design and Media.

ABC Level 3 Award/Diploma in Sustainable Energy

BACKGROUND:

These qualifications aim to develop skills/knowledge specifically for the sustainable energy industry and more generic transferable skills/knowledge to help build capacity to deliver the targets for growth in renewable energy as part of the government strategy for energy in the UK.

It is also hoped that they will increase knowledge of employment opportunities in the renewable energy sector. They build on the ABC Level 2 Award and Certificate in the Sustainable Energy Sector, details of which can be found on the ABC Awards website.

NUMBER OF UNITS/STRUCTURE:

Award – Learners must achieve a minimum of eight credits and a maximum of 12 credits from group A and/or group B. Units in group B must only be completed by learners who are aged 19+ due to health and safety considerations. Learners who are 16-18 must achieve all their credits from group A.

Diploma (Energy from Biomass pathway) – Learners must achieve a minimum of 37 credits from this pathway. This must include 12 credits from the mandatory units.

Diploma (Energy from Wind pathway) – Learners must achieve a minimum of 37 credits from this pathway, this must include 12 credits from the mandatory units. Units in Group B must only be completed by learners who are 19+. Learners who are under 19 must achieve the required credits from Group A only.

ASSESSMENT METHOD:

Portfolio of evidence, practical demonstration/assignment.

GRADING SYSTEM:

Pass

QUALITY ASSURANCE:

Internal and external moderation of portfolio.

PROGRESSION:

Successful achievement of these Level 3 programmes could enable access to related higher education programmes such as a foundation degree in sustainable energy. Learners would need to check with HEPs for their requirements.

ABC Level 3 Diploma in Textile Design and Manufacture

BACKGROUND:

This qualification has been written to provide the knowledge component of the apparel, footwear and leather pathways of the Skillset Advanced Fashion and Textiles Apprenticeship Framework.

NUMBER OF UNITS/STRUCTURE:

Learners must achieve a minimum of 37 credits at Level 3. 23 credits must come from the mandatory units in group A. A minimum of 14 credits must come from the optional units in group B.

ASSESSMENT METHOD:

Portfolio of evidence

GRADING SYSTEM:

Pass

QUALITY ASSURANCE:

Internal and external moderation of portfolio.

PROGRESSION:

This qualification replaces the ABC Level 3 Certificate in Textile Technology (500/5614/1) in the Skillset Advanced Apprenticeship Framework (Textiles Pathway). It provides the knowledge and understanding to support the ABC Level 3 NVQ in Manufacturing Textile Products as part of the new Advanced Fashion and Textile Apprenticeship Framework for Skillset.

ABC Level 3 Award/Certificate/Diploma in Visual Art

BACKGROUND:

These qualifications offer learners a range of pathways in specific areas of visual art. Each pathway enables learners to develop methodological and technical skills within the specific area.

NUMBER OF UNITS/STRUCTURE:

Award – learners must achieve a minimum of eight credits from one pathway. The pathways included are 2D Materials Exploration; 3D Materials Exploration; Colour Theory and Practice; Context and History of Visual Art; Design Visualisation; Employment and Freelancing in the Creative Industries; Exploratory Model Making; Life Drawing; Narrative Image Making; Studio-based Printmaking; Visual Thinking.

Certificate – learners must achieve a minimum of 32 credits from one pathway. The pathways included are 2D Art; 3D Art; Printmaking; Narrative Illustration; Unendorsed.

Diploma – learners must achieve a minimum of 64 credits from one pathway. The pathways included are Illustrative Art; Fine Art; Creative Printmaking; Unendorsed.

ASSESSMENT METHOD:

Portfolio of evidence

GRADING SYSTEM:

Award – pass

Certificate and diploma – pass/merit/distinction

QUALITY ASSURANCE:

Internal and external moderation of portfolio.

PROGRESSION:

These qualifications enable learners to progress to further and higher education or training through the development of specific technical and creative skills. Progression could be through the ABC Awards Level 3/4 Diploma in Foundation Studies in Art, Design and Media.

ABC Level 3 Award/Certificate in Web and Multimedia

BACKGROUND:

These qualifications offer learners a range of pathways in specific areas of web and multimedia. Each pathway enables learners to develop methodological and technical skills within the specific area.

NUMBER OF UNITS/STRUCTURE:

Award – learners must achieve a minimum of eight credits from one pathway.

Certificate – learners must achieve a minimum of 32 credits from one pathway.

ASSESSMENT METHOD:

Portfolio of evidence

GRADING SYSTEM:

Award – pass

Certificate – pass/merit/distinction

QUALITY ASSURANCE:

Internal and external moderation of portfolio.

PROGRESSION:

Learners can progress to further and higher education or training through the development of specific technical and creative skills. Progression could be through the ABC Awards Level 3/4 Diploma in Foundation Studies in Art, Design and Media.

ABC Level 3 Award/Certificate in Youth Work Practice

BACKGROUND:

The ABC Level 3 Award/Certificate in Youth Work Practice are made up of QCF credit rated units developed in association with LLUK, the Sector Skills Council responsible for the professional development of the lifelong learning workforce.

These qualifications are designed for people who are already working in a youth work environment (public, voluntary or private sector, paid or unpaid) in a supportive role and who are supervised.

NUMBER OF UNITS/STRUCTURE:

Award – learners must achieve a minimum of 12 credits. Seven credits must come from the mandatory unit in group A. A minimum of five credits at Level 2 or above must come from the optional units in group B.

Certificate – learners must achieve 32 credits at Level 3 from the units in group A.

ASSESSMENT METHOD:

Portfolio of evidence

GRADING SYSTEM:

Pass

QUALITY ASSURANCE:

Internal assessment, internal and external moderation of portfolio.

PROGRESSION:

Award – learners who achieve the ABC Level 3 Award in Youth Work Practice may wish to complete additional units to achieve the ABC Level 3 Certificate in Youth Work Practice.

Certificate – learners who achieve the ABC Level 3 Certificate in Youth Work Practice may wish to complete additional units to achieve the ABC Level 3 Diploma in Youth Work Practice.

The Associated Board of the Royal Schools of Music (ABRSM)

The Associated Board of the Royal Schools of Music (ABRSM) conducts around 650,000 exams in more than 90 countries around the world each year. ABRSM's core activity is the operation of an authoritative and internationally recognised system of exams and assessments to encourage and motivate players and singers at all levels through the provision of goals and measurement of progress.

Exams are available for more than 30 instruments, singing, jazz, ensembles, practical musicianship and theory of music. Many students will start with the Prep Test, a simple and positive assessment at the pre-Grade 1 level. Graded exams start from Grade 1 and are numbered progressively in order of difficulty to Grade 8. The practical exams require candidates to demonstrate proficiency in set pieces, scales and arpeggios, sight-reading and aural skills. Theory of music exams give students opportunities to acquire: a knowledge of the notation of western music, including the signs and terminology commonly employed; an understanding of fundamental musical elements such as intervals, keys, scales and chords; skill in constructing balanced rhythmic patterns or completing given melodic or harmonic structures; and an ability to apply theoretical knowledge and understanding to score analysis. For students who progress beyond Grade 8 ABRSM offers professional diplomas (DipABRSM, LRSM and FRSM) in three subject areas: performing, directing and teaching.

ABRSM Graded Examinations in Music Performance and Music Theory

QCF LEVEL:

Grades 1–3 = Level 1

Grades 4–5 = Level 2

Grades 6–8 = Level 3

BACKGROUND:

ABRSM's Graded Exams aim to provide a clear framework against which to measure musical development. They provide teachers and candidates with an authoritative and internationally recognised examination and assessment system to encourage and motivate players and singers at all levels, from the earliest stages to conservatoire entry level, through the provision of goals and the measurement of progress.

In their own time and at their own pace, candidates from widely diverse backgrounds and with differing aspirations can derive benefit from ABRSM's rigorous and educationally sound structure.

To acknowledge levels of musicianship and attainment within grades through the award of additional marks leading to Merit or Distinction in recognition of higher levels of:

- Technical fluency
- Musical understanding
- Interpretative insight
- Sensitivity of response
- Communication skills.

Grades 1–8 are available in Music Performance (piano, organ, violin, viola, cello, double bass, treble recorder, flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, cornet, flugelhorn, E flat horn, trombone, baritone, euphonium, tuba, guitar, harp, percussion and singing); music theory.

Grades 1–5 are available in Music Performance (descant recorder, jazz piano, jazz flute, jazz clarinet, jazz saxophone (soprano, alto and tenor), jazz trumpet, jazz cornet, jazz flugelhorn, jazz trombone).

Grades 4–8 are available in Music Performance (harpichord).

Grades 6–8 are available in Music Performance (bass trombone).

DATE OF FIRST AWARD:

1889

PREREQUISITES:

Grade 5 in Music Theory, Practical Musicianship or a solo jazz subject is required when taking Grade 6 or above in Music Performance.

ASSESSMENT METHOD:

ABRSM's Graded Exams are assessed according to criterion-referenced methods. Assessment is based on candidates fulfilling the syllabus requirements against published criteria for each element of the exam. The criteria are published in ABRSM's guide *These Music Exams*, which is available free of charge on request or as a downloadable PDF from <http://www.abrsm.org/resources/theseMusicExams0607.pdf>. Assessment is, therefore, manageable, safe and appropriate to the needs of learners. It is based on candidates fulfilling criteria against appropriate and carefully chosen repertoire and supporting tests which provide a logical progression through the grades.

Assessment is by individual examiners appointed by ABRSM. ABRSM uses generalist rather than specialist examiners, ie examiners are engaged for their overall musicianship rather than for particular instrumental/vocal expertise.

Techniques for applying the criteria are demonstrated in depth during initial examiner training and in the subsequent in-service process.

The entire assessment is carried out by the examiner appointed by ABRSM at the date and time specified. As each element of the exam is presented, the examiner makes a written record on the mark form which describes what has been heard and supports the mark awarded against the criteria published for the grade.

The standard of the exam is set by the pass marks and examiners add or deduct marks from that. Marks are not awarded either by deduction from the maximum or by addition from zero.

Each syllabus includes an outline of what the examiner will be looking for, e.g. for Piano candidates, the examiners will pay attention to:

- Accuracy of notes
- Accuracy of time
- Quality of touch
- Variety and gradation of tone
- Choice of tempo
- Observance of marks of expression
- Rhythm
- Phrasing and accent
- Use of practical fingering.

EXAM TIMING:

There are three main exam sessions a year (roughly in March-April, June-July and November-December).

GRADING SYSTEM:

The practical exams (Music Performance) require candidates to demonstrate proficiency in set pieces, scales and arpeggios, sight-reading and aural skills. Assessment is given at three levels for each exam: Distinction, Merit and Pass. 130 marks are required to pass with Distinction, 120 to pass with Merit, and 100 to achieve a Pass, out of a possible 150 marks.

Practical Grade	UCAS Tariff points
Grade 8 Distinction	75
Grade 8 Merit	70
Grade 8 Pass	55
Grade 7 Distinction	60
Grade 7 Merit	55
Grade 7 Pass	40
Grade 6 Distinction	45
Grade 6 Merit	40
Grade 6 Pass	25

Theory Grade	UCAS Tariff points
Grade 8 Distinction	30
Grade 8 Merit	25
Grade 8 Pass	20
Grade 7 Distinction	20
Grade 7 Merit	15
Grade 7 Pass	10
Grade 6 Distinction	15
Grade 6 Merit	10
Grade 6 Pass	5

QUALITY ASSURANCE:

This is provided by the Music Education Advisory Committee (MEAC), which comprises up to twelve members, of which four are suitably qualified representatives from the four Royal Schools of Music in the UK, and is chaired by a trustee of ABRSM (appointed by the Governing Body). The Committee includes at least four independent members representing the UK music education sector, ABRSM South and East Asian stakeholders, pedagogy and ABRSM's UK teacher base. ABRSM staff members of the committee will be Chief Executive, Director of Strategic Development, Chief Examiner, Syllabus Director and Head of Teacher Support.

The entire assessment process takes place under the supervision of MEAC which:

- ratifies the appointment and dismissal of examiners
- ratifies the appointment of examiner trainers and moderators
- monitors all aspects of syllabus creation and development
- monitors all examining activity.

Complaints concerning the conduct of an exam or about the result must in all cases be addressed to the Quality Assurance Manager for Grades.

PROGRESSION/ARTICULATION:

The syllabus structure from Prep Test to Grade 8 provides a carefully graded scheme which covers all levels. Each grade builds progressively on the skills of the previous level to provide a logical framework for progress.

Skills are assessed consistently across all the grades with assessment components unchanged whilst demands of repertoire, technique, knowledge, ability and independence of thought increase. ABRSM's exams offer a framework for progressive musical training against periodic, unbiased assessment.

ABRSM's exams are listed as entry qualifications in the music department prospectuses of many universities (eg Durham, Bristol, Edinburgh and Birmingham), colleges of higher education and conservatoires. In addition, they are used to illustrate the standards required for entry to youth orchestras, choirs and other similar bodies.

Diploma in the Principles of Instrumental/Vocal Teaching

Licentiate in Instrumental/Vocal Teaching

Fellowship in Music Education

QUALIFICATION ABBREVIATION:

DipABRSM, LRSM and FRSM

QCF LEVELS:

DipABRSM – Level 4
LRSM – Level 6
FRSM – Level 7

BACKGROUND:

The Instrumental/Vocal Teaching Diplomas are designed for candidates who are intending to take up, or have already embarked upon, the teaching of an instrument or instruments. At each level, skills as an instrumental teacher

of individuals and/or groups are explored and assessed in increasing depth.

PREREQUISITES:

DipABRSM – ABRSM Grade 8 Practical in the instrument taught or a permitted substitution, and ABRSM Grade 6 Theory (1992 syllabus).

LRSM – DipABRSM (Principles of Instrumental/Vocal Teaching) in the instrument taught or a permitted substitution, and ABRSM Grade 8 Theory (1992 syllabus).

FRSM – LRSM (Instrumental/Vocal Teaching) in the instrument taught or a permitted substitution.

ASSESSMENT METHOD:

Teaching Skills, Viva Voce, Written Submission, Quick Study and (LRSM only) Case Study Portfolio and Video of Teaching Practice.

EXAM TIMING:

Exams are held throughout the year.

GRADING SYSTEM:

Distinction, Pass or fail. Detailed criteria outlining the various levels of achievement and attainment descriptions are included in the syllabus.

QUALITY ASSURANCE:

MEAC oversees all matters relating to diplomas. As well as ratifying procedures and monitoring decisions taken by its committees, MEAC advises on standards and considers all matters of quality assurance.

Diploma in Music Direction

Licentiate in Music Direction

Fellowship in Music Direction

QUALIFICATION ABBREVIATION:

DipABRSM, LRSM and FRSM

QCF LEVELS:

DipABRSM – Level 4
LRSM – Level 6
FRSM – Level 7

BACKGROUND:

The Music Direction diplomas are available for directors of instrumental groups or choirs. Live and written components demonstrate command of directing technique in rehearsal and performance, understanding of the repertoire and knowledge of the instruments and voices within the ensemble.

PREREQUISITES:

DipABRSM – ABRSM Grade 8 Practical or a permitted substitution.

LRSM – DipABRSM (Music Direction) or a permitted substitution.

FRSM – LRSM (Music Direction) or a permitted substitution.

ASSESSMENT METHOD:

DipABRSM and LRSM – Rehearsal and Performance (with programme notes), Viva Voce and Arrangement.

FRSM – Rehearsal and Performance, Written Submission, Viva Voce and Arrangement.

EXAM TIMING:

Exams are held throughout the year.

GRADING SYSTEM:

Distinction, Pass or fail. Detailed criteria outlining the various levels of achievement and attainment descriptions are included in the syllabus.

QUALITY ASSURANCE:

MEAC oversees all matters relating to diplomas. As well as ratifying procedures and monitoring decisions taken by its committees, MEAC advises on standards and considers all matters of quality assurance.

Diploma in Music Performance

Licentiate in Music Performance

Fellowship in Music Performance

QUALIFICATION ABBREVIATION:

DipABRSM, LRSM and FRSM

QCF LEVELS:

DipABRSM – Level 4
LRSM – Level 6
FRSM – Level 7

BACKGROUND:

The Music Performance diplomas are designed to reflect candidates' day-to-day experience as performers, whether amateur or professional. As well as demonstrating skills as a soloist, from LRSM there is the opportunity to specialise in one of three roles: orchestral musician, chamber ensemble member or keyboard accompanist.

Subjects: piano, harpsichord, organ, violin, viola, cello, double bass, guitar, harp, recorder, flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, cornet in B flat, flugelhorn, E flat horn, trombone, baritone, euphonium, tuba, percussion, singing.

PREREQUISITES:

DipABRSM – ABRSM Grade 8 Practical in the instrument presented or a permitted substitution.

LRSM – DipABRSM (Music Performance) in the instrument presented or a permitted substitution.

FRSM – LRSM (Music Performance) in the instrument presented or a permitted substitution.

ASSESSMENT METHOD:

DipABRSM and LRSM – Instrumental/vocal recital (with programme notes), Viva Voce and Quick Study.

FRSM – Instrumental/vocal recital, Written Submission, Viva Voce and Quick Study.

EXAM TIMING:

Exams are held throughout the year.

GRADING SYSTEM:

Distinction, Pass or fail. Detailed criteria outlining the various levels of achievement and attainment descriptions are included in the syllabus.

QUALITY ASSURANCE:

MEAC oversees all matters relating to diplomas. As well as ratifying procedures and monitoring decisions taken by its committees, MEAC advises on standards and considers all matters of quality assurance.

Access to Higher Education Diploma

QUALIFICATION ABBREVIATION:

Access to HE Diploma

NQF LEVEL:

The Access to HE Diploma stands outside the NQF and QCF. It is included as a Level 3 qualification in the document 'Qualifications can cross boundaries' and is recognised by other qualification regulators as Level 3 equivalent for funding purposes.

BACKGROUND:

The Access to Higher Education Diploma replaced the Access to HE certificate in 2008/9. All Access to HE courses now lead to the award of the Access to HE Diploma. Applicants who started an Access to HE course prior to 2008-09 may offer the Access to HE certificate.

The first Access to HE courses were introduced in the late 1970s to provide a route into HE for mature students. A national framework for course recognition, now managed by the Quality Assurance Agency for Higher Education (QAA), has been in place since 1989. The QAA Recognition Scheme for Access to Higher Education (the Recognition Scheme) describes the regulatory and quality assurance arrangements for Access to HE courses, which are managed at provider level by Access Validating Agencies (AVAs). Full details of the Recognition Scheme are available at www.accesstohe.ac.uk.

AVAs act as the awarding bodies for the Access to HE Diploma and develop and validate Diplomas and courses through partnership arrangements with HE and FE institutions. There are currently 13 AVAs in England and Wales, which are licensed and regulated by QAA. Contact details for AVAs are given at www.accesstohe.ac.uk

All recognised Access to HE Diplomas are listed on the Access courses database, which can be accessed from the Access to HE website at www.accesstohe.ac.uk

QAA published a new specification for the Diploma in September 2013 to ensure that the qualification continues to meet the needs both of the adults taking it and the HE providers to which those adults progress. All Diplomas offered from September 2014 will comply with this specification. Students taking these Diplomas will be applying for entry to higher education for the 2015-16 academic year. Full details of the new specification are available from the publications page at www.accesstohe.ac.uk

PREREQUISITES:

Access to HE courses are intended primarily for students who have few, if any, formal qualifications. Some Access to HE courses may require Level 2 achievement (including GCSE achievement) or completion of a Pre-Access programme, but any specific prerequisites for individual courses are determined at provider level.

NUMBER OF UNITS/STRUCTURE:

The Access to HE Diploma is a credit-based qualification which requires the achievement of 60 credits. To comply with the 2013 specification, 45 credits must be derived from Level 3 units which are graded and concerned with academic subject content; the remaining 15 credits are derived from ungraded units at Level 2 or Level 3 (the

choice of level being determined by the requirements of the associated progression route). A course designed to lead to the achievement of the Access to HE Diploma has a unitised structure and provides a planned, coherent programme of study in a defined subject area. Access to HE Diplomas can be developed in any subject approved by a validation panel, in order to respond to student demand and HE progression opportunities.

For each separately validated Access to HE Diploma, the required 60 credits are derived from a selection of units from a specified set of units, combined in the ways permitted by the associated rules of combination, as approved at an AVA validation panel. Typically, Diplomas include units in several academic subjects relevant to the particular Diploma, supported by units in academic or study skills and other core subjects. Units used in Access to HE Diplomas may vary in size (credit value) and the total number in different Diplomas may therefore also vary. However, the total volume of 60 credits is the same for all Access to HE Diplomas.

Titles of Access to HE Diplomas indicate the subject of study in a standard format, for example, Access to HE Diploma (Nursing) or Access to HE Diploma (Business Studies). Access to HE Diplomas may also provide preparation for HE progression in a number of different areas, for example, Access to HE (Humanities) or Access to HE (Combined Arts and Humanities). There is no prescribed or limited set of titles, and details of the curriculum for Access to HE Diplomas are determined through the development process and approved as part of validation. Achievement of the Diploma is recognised by certificates issued by AVAs. These carry the specific award title and include the QAA Access to HE logo, accompanied by the words 'recognised by the Quality Assurance Agency for Higher Education'.

ASSESSMENT METHOD:

QAA requires assessment methods on Access to HE courses to provide a range of assessment experiences which are appropriate to the subject and for a preparation for HE study in the named progression route. Student achievement for the award of the Access to HE Diploma is verified through a system of internal and external moderation, which is overseen and regulated by the AVA, according to requirements made by QAA.

EXAMINATION TIMING:

Determined by the provider at local level.

DATE OF RESULT PUBLICATION:

Determined by the AVA. Results are normally available from AVAs by the end of the first week in August. AVAs are now participating in UCAS' Awarding Body Linkage system. Pass/fail results will be disseminated to higher education providers through this mechanism from the 2015 entry cycle.

GRADING SYSTEM:

There is a common system for grading the Access to HE Diploma, which was introduced in 2009-10 (applicants who achieved an Access to HE course prior to 2010 may present an ungraded qualification). The system will be based on unit grading. From the implementation of the 2013 specification in September 2014, only Level 3 units concerned with academic subject content will be graded and this will always be for a total value of 45 credits. The grades available are pass, merit or distinction. Because the size of units and therefore the number is not the same for

all Access to HE Diplomas, the number of grades achieved by students taking different Diplomas also varies. The total number of grades therefore reflects the structure of the particular Diploma structure and is not a reflection of the student's standard of performance. Successful students are issued with an Access to HE Diploma certificate and transcript of achievement. These transcripts record the set of named units achieved by a student, together with the credit value of each unit and the grade achieved. Grades are not aggregated or averaged. There is no overall grade for the Diploma.

A set of seven generic grade descriptors, specified by QAA, identifies types of performance that are relevant to study in HE. The descriptors provide the common definitions and a standard reference point for grading decisions on all Access to HE Diplomas. The award of a pass grade confirms that all the learning outcomes of the unit have been achieved; there are separate sets of statements which identify the standard of performance required for the achievement of merit and distinction grades. Full details of the grading scheme and guidance for HE admissions staff about expressing entry requirements and making offers is available at www.accesstohe.ac.uk.

QUALITY ASSURANCE:

The quality assurance of Access to HE is managed at course level by the AVAs, with requirements specified in QAA's Recognition Scheme. AVAs' procedures and practices are monitored and reviewed by QAA.

PROGRESSION/ARTICULATION:

The Access to HE qualification has national recognition and may be offered for entry to any UK HE undergraduate programme.

Advanced Level Apprenticeship

NQF/QCF LEVEL:

Advanced Level Apprenticeships (note: Intermediate Level Apprenticeships and Higher Apprenticeships are also available)

BACKGROUND:

Advanced Level apprentices work towards work-based learning qualifications such as NVQ Level 3, Key Skills and, in most cases, a relevant knowledge based certificate such as a BTEC. To start this programme, apprentices should ideally have five GCSEs (grade C or above) or have completed an Intermediate Level Apprenticeship.

Apprenticeships are increasingly recognised as the gold standard for work-based training. Over 220,000 employer workplaces employed an apprentice in 2012-13 covering an extensive range of skill levels and occupations.

Apprenticeships are key to the strategy to raise the age of participation in education or training for all young people to 18 from 2015, with high-quality vocational training clearly recognised as a mainstream route for young people.

Government is reforming apprenticeships to make them more rigorous and responsive to the needs of small and large employers. Trailblazers are leading the way in implementing the new apprenticeships. The Trailblazers will pave the way for full implementation of the reforms during 2015-16 and 2016-17 with the aim that all new apprenticeship starts from 2017-18 will be on the new programme.

Operational responsibility for apprenticeships in England lies with the National Apprenticeship Service (NAS). The Specification of Apprenticeship Standards for England (SASE) outlines a standard Framework constitution for Advanced Apprenticeships (AA):

- competence and knowledge qualifications must be underpinned by National Occupational Standards (NOS)
- qualifications must be regulated by Ofqual to QCF Level 3 and be approved by the relevant Issuing Authority
- to include functional skills in Mathematics and English at Level 2, plus ICT at Level 2 where it is directly relevant to performance in the sector
- AA frameworks at minimum of 37 credits on QCF, with 10+ credits from competence-based qualifications, and 10+ from knowledge-based qualifications.

More information on apprenticeships can be found at www.apprenticeships.org.uk

APPRENTICESHIP FRAMEWORKS THROUGHOUT THE UK:

Further information about apprenticeships in Northern Ireland can be found here: www.nidirect.gov.uk/apprenticeshipsni

Further information about apprenticeships in Scotland can be found here: www.skillsdevelopmentscotland.co.uk/our-services/ and on page 211 of this guide.

Further information about apprenticeships in Wales can be found here: wales.gov.uk/topics/educationandskills/skillsandtraining/apprenticeships/?lang=en

PREREQUISITES:

Sector Skills Councils (SSCs) and Sector Bodies are responsible for determining and publishing entry criteria. SSCs and Sector Bodies design the content of each Advanced Apprenticeship along with their employers.

NUMBER OF UNITS/STRUCTURE:

Dependent upon NVQ and other qualifications in the Advanced Apprenticeship framework. All advanced apprentices pursue a competence element (which can be either a National Vocational Qualification or a qualification accredited in the QCF) at a minimum of Level 3, Key Skills at a level set by each sector, and additional elements including technical certificates, defined by employers as required in their sectors (e.g. underpinning knowledge and understanding as defined by relevant vocational education qualifications). The technical certificate is often in the form of a BTEC or similar qualification, and is usually taken by the apprentice on a day-release basis.

ASSESSMENT METHOD:

See NVQ. Most technical certificates may be assessed by examination.

GRADING SYSTEM:

Pass/Fail of each element of the Advanced Apprenticeship framework: NVQ, Key Skills, technical certificate.

QUALITY ASSURANCE:

Awarding organisation/Ofsted.

PROGRESSION/ARTICULATION:

Progression to FE and HE, including foundation degrees.

Advanced Extension Award

QUALIFICATION ABBREVIATION:

AEA

NQF LEVEL:

Level 3

BACKGROUND:

AEAs were introduced for advanced level students in England, Wales and Northern Ireland in summer 2002. They replaced Special (S) papers and were designed to challenge the most able advanced level students, ensuring that they were tested against standards comparable with the most demanding found in other countries. Candidates were assessed on their ability to apply and communicate effectively their understanding of the subject, using the skills of critical analysis, evaluation and synthesis.

They were available to students whatever their school or college and whichever specification they were studying, and required no extra content to be taught. They also helped universities differentiate between the most able candidates, particularly in subjects with a high proportion of A grades at advanced level.

Following the changes made to GCE A levels in 2008, specifically the introduction of the A* and 'stretch and challenge', it was decided that AEAs were no longer required. They were therefore withdrawn after the June 2009 examinations.

The exception to this is the Mathematics AEA offered by Edexcel, which will continue to be available until at least August 2015.

For a list of the subjects in which AEAs were available, please see Appendix F.

DATE OF FIRST TEACHING:

2000

DATE OF FIRST AWARD:

2002

PREREQUISITES:

A candidate did not have to enter for the relevant awarding organisation's corresponding GCE A level. However, AEAs were aimed at the top 10% of students nationally in each subject. Teachers should have been confident that candidates who were entered for AEAs were likely to obtain grade A at A level in the subject concerned.

NUMBER OF UNITS/STRUCTURE:

One unit.

ASSESSMENT METHOD:

AEAs were 100% externally assessed. There was a single national examination available in each subject.

EXAMINATION TIMING:

June

DATE OF RESULT PUBLICATION:

August (the same time as GCE A level results).

GRADING SYSTEM:

Assessment materials and mark schemes led to awards on a two-point scale: Distinction and Merit, Distinction being the higher. Candidates who did not reach the minimum standard for Merit were recorded as ungraded.

AEAs are included in the UCAS Tariff – the points for AEAs are over and above those gained from the A level grade.

Grade	UCAS Tariff points
Distinction	40
Merit	20

For more information about the UCAS Tariff please see Appendix B.

QUALITY ASSURANCE:

All the quality assurance procedures that apply to GCE A level and AS examinations also apply to AEAs and are covered in the same Code of Practice.

PROGRESSION/ARTICULATION:

AEAs may be taken into account for entry to HE, particularly for high-demand courses.

VARIANTS:

AEAs are based on GCE A level subject criteria where they exist rather than on individual specifications.

AQA Baccalaureate

QUALIFICATION ABBREVIATION:

AQA Bacc

NQF LEVEL:

Level 3

BACKGROUND:

The AQA Baccalaureate is an overarching qualification comprising four elements which together demonstrate that post-16 students have the depth and breadth of academic achievement and the skills necessary to succeed as undergraduates. The AQA Bacc requires students to develop skills in: independent research, critical/analytical thinking, academic report writing/presentation, self-reflective and self-directed learning alongside participation in hands-on, structured extra-curricular activity such as volunteering, work experience and personal development activity that develops skills and personal qualities such as team work, initiative and perseverance.

The qualification was piloted by 36 schools and colleges for awards in 2008, by 60 schools and colleges in 2009, and was available nationally from September 2008 for first awards in 2010. Over 320 schools and colleges are now approved to deliver the AQA Baccalaureate.

DATE OF FIRST TEACHING:

Pilot – 2007 and Main – 2008

DATE OF FIRST AWARD:

Pilot – 2008 and Main – 2010

NUMBER OF UNITS/STRUCTURE:

Four key elements:

- Depth of study – Students' three main GCE A level choices
- Broader study – one of the following at AS: Citizenship, Critical Thinking, General Studies, Science in Society or World Development
- Extended Project qualification (EPQ)
- Enrichment activities – at least 100 hours in two/three of the following core areas: work-related learning, community participation, personal development. These activities must have been undertaken during years 12 and 13. Activities must be structured and

hands-on allowing students to develop skills and personal qualities such as self-reflection, initiative, team work, commitment etc. Students must record and reflect on their enrichment participation and submit this work to AQA for verification.

ASSESSMENT METHOD:

GCE A and AS levels – as per specifications.

EPQ – as per specification (internally assessed and externally moderated).

Enrichment activities – centres' schemes are quality assured by AQA. Students' enrichment outcomes are internally marked and externally verified. See AQA Bacc Enrichment Guide on the AQA website for further information.

EXAMINATION TIMING:

Available each summer series.

DATE OF RESULT PUBLICATION:

August

GRADING SYSTEM:

Prior Attainment: Candidates must have achieved GCSE grades A*-C in five subjects including English and Mathematics. Prior attainment requirements for international students are agreed on a case-by-case basis.

AQA Bacc attainment: Candidates must have achieved 3 GCE A levels, the EPQ and an AS breadth subject at grade A-E. They must also meet the AQA Baccalaureate enrichment requirements.

The enrichment element is graded Pass/Fail.

Overall AQA Baccalaureate grades are based on consistency of performance and determined as follows:

Three A levels and extended project

- each at Grade E or above = AQA Bacc
- each at Grade C or above = AQA Bacc with Merit
- each at Grade A or above = AQA Bacc with Distinction

Candidates must also achieve a pass in the enrichment element and a grade E or above in the AS breadth subject. The grade for the AS breadth subject is not counted in the overall AQA Bacc grade.

The grades for the component parts are the final GCE grades (the ones which will appear on candidates' GCE certificates) which are available to candidates in the year that they are entered for the AQA Bacc (generally end of Year 13). The grades could comprise units which have been retaken. The A levels could have been taken in more than one sitting.

QUALITY ASSURANCE:

The constituent GCEs and EPQ meet the quality assurance requirements associated with these qualifications. AQA quality assures every AQA Bacc school or college's enrichment programme and moderates student outcomes.

PROGRESSION/ARTICULATION:

Students will progress to higher education, training and employment.

Ascentis

Ascentis is an Ofqual-accredited awarding organisation and is also a licensed Access Validating Agency for Access to Higher Education. Information on Ascentis and its qualifications is available on the Ascentis website www.ascentis.co.uk and on the Register of Regulated Qualifications at <http://register.ofqual.gov.uk>

Ascentis Level 3 Award in Education and Training

QCF LEVEL:
Level 3

BACKGROUND:
The aim of the award is to provide teachers, trainers and tutors with an introduction to teaching and explore the roles and responsibilities associated with the teaching role.

OBJECTIVES:

- To provide an introduction to teaching
- To develop the skills required to plan and deliver sessions including engaging and motivating learners
- To explore the different assessment methods and the need for record keeping.

DATE OF FIRST TEACHING:
2013

NUMBER OF UNITS/STRUCTURE:
This is a 12 credit qualification made up of one unit from group 1 totalling three credits, one optional unit from group 2 totalling six credits and one optional unit from group 3 totalling three credits.

ASSESSMENT METHOD:
Portfolio of evidence. One hour of micro teaching needs to be completed.

GRADING SYSTEM:
Pass/Fail

PROGRESSION/ARTICULATION:
Students wishing to progress to a full teaching role will need to progress to the Level 4 Certificate in Education and Training or the Level 5 Diploma in Education and Training.

Ascentis Level 3 Certificate in Supporting Learning

QCF LEVEL:
Level 3

BACKGROUND:
The aim of the certificate is to provide those who want to be learning support practitioners with the underpinning knowledge, understanding and skills in order to effectively fulfil the generalist learning support practitioner role.

The main purpose of this qualification is:

- to provide a sound educational basis for supporting learning in a wide range of learning institutions within the lifelong learning sector
- to develop the necessary knowledge, skills and attributes for supporting learning in a wide range of learning institutions within the lifelong learning sector
- to promote personal and professional development
- to promote evaluation and reflection on personal and learning support practice.

DATE OF FIRST TEACHING:
2009

NUMBER OF UNITS/STRUCTURE:
6 credits must be obtained from group 1. This can be achieved at Level 2 or 3.

18 credits must be obtained from group 2. All credits within this group must be achieved at Level 3.

6 credits must be obtained from group 3. This can be achieved at Level 2 or 3.

A minimum of 30 credits is required to achieve this qualification of which at least 18 credits must be at Level 3.

ASSESSMENT METHOD:
Portfolio of evidence and practical demonstration/assignment.

GRADING SYSTEM:
Pass/Fail

PROGRESSION/ARTICULATION:
Completion of this qualification can lead to employment as a learning support assistant.

Ascentis Level 3 Certificate in Understanding Substance Misuse

QCF LEVEL:
Level 3

BACKGROUND:
This qualification aims to develop knowledge and understanding within the area of substance misuse. In particular, the qualification focuses on a variety of drugs, their uses and effects. It also looks at relevant government legislation and advises on methods that can be used in responding to substance misuse.

DATE OF FIRST TEACHING:
2009

NUMBER OF UNITS/STRUCTURE:
This is a three-unit qualification. All three units are mandatory in order to achieve this qualification. A minimum of 13 credits is required overall.

ASSESSMENT METHOD:
Coursework and portfolio of evidence.

GRADING SYSTEM:
Pass/Fail

PROGRESSION/ARTICULATION:
This qualification prepares the learner for more detailed study of related issues at the same level or above. It prepares the learner for dealing with related issues within their employment, thus improving their employability.

Bedales Assessed Courses

BACKGROUND:
Bedales Assessed Courses (BACs) are exclusive to Bedales School, and were devised and introduced in 2006. They replaced the school's previous GCSE provision in 11 subject areas, and were a response to the perception of staff, students and parents that GCSEs in these subjects were too restrictive, insufficiently stimulating, and too narrowly assessed. They are designed to be better preparation for A level, incorporate a wider range of assessment methods, encourage more independent learning, and stimulate cross-curricular thinking.

DATE OF FIRST TEACHING:

September 2006

DATE OF FIRST AWARD:

August 2008

PREREQUISITES:

These courses are only undertaken by students in years 10-11 of Bedales School, an independent secondary school in Hampshire.

NUMBER OF UNITS/STRUCTURE:

There are Bedales Assessed Courses in Ancient Civilisations, Art, Classical Music, Dance, Design, English Literature, Geography, History, Outdoor Work, 'Philosophy, Religion and Ethics', and Theatre Arts. Each student takes 2-5 BAC courses alongside a core of 5-8 GCSEs. BACs are given the same timetable and homework time as GCSEs. Most Bedales students thus study and are assessed in either nine or 10 subjects.

ASSESSMENT METHOD:

A range of assessment methods is employed, including coursework, terminal exams, oral assessment, performance and continuous assessment.

EXAMINATION TIMING:

There are assessment points throughout the two year courses.

DATE OF RESULT PUBLICATION:

Bedales School publishes the BAC results to coincide with GCSE results in August.

GRADING SYSTEM:

A*-G grades are awarded, in line with the GCSE scheme. U represents unclassified, ie of insufficient standard to be recorded. It is intended that a grade in a BAC is at least as difficult to achieve as the equivalent GCSE grade, though precise comparison is not possible, since assessment objectives in BACs are tailored to the demands of each subject and are often more focused on creativity, independence of thought and cross-curricular awareness as well as the more traditional areas of knowledge, understanding and evaluation.

QUALITY ASSURANCE:

Each course is internally assessed and moderated, but final moderation is undertaken by an independent external specialist in the subject area. Periodically an ISI consultancy is commissioned to critique the curriculum and its delivery.

PROGRESSION/ARTICULATION:

Bedales Assessed Courses are intended to be rigorous and stimulating preparation for sixth form study.

The British Horse Society qualifications

The British Horse Society (BHS) is Britain's leading equestrian charity. It is also the governing body for professional qualifications for those wishing to work in the horse industry. The specific aims of the Society centre on equine welfare safety, access and education. The BHS achieves these by constantly striving towards improved knowledge through education, training and advice. It lobbies government on issues concerning equestrian-related issues.

Equestrian Qualifications GB Limited (EQL) is a subsidiary company of the British Horse Society and is the Awarding Body for Equestrian Activity. EQL awards vocational qualifications on behalf of the BHS and awards the

government-backed Scottish Vocational Qualifications and Work Based Diplomas. EQL also awards the UKCC Endorsed Certificates in Coaching on behalf of the British Equestrian Federation.

The British Horse Society has restructured its qualifications in line with QCF requirements and now offers "bite-sized" awards and certificates as well as the "traditional" qualifications.

The qualifications listed in this section are government recognised and are accredited on onto the QCF.

EQL Level 3 Diploma in BHS Horse Knowledge and Care (QCF)

QCF LEVEL:

Level 3

BACKGROUND:

Holders will have demonstrated their ability to look after a number of horses and offers a benchmark for the equine industry's accepted protocols in caring for stabled and grass-kept horses. During the examination, they will have shown competent use of time and will have given practical demonstrations, as well as showing knowledge and understanding to the level required as outlined in the examination syllabus. The Diploma comprises the EQL Level 3 Award in the Principles of Horse Care.

GRADING SYSTEM:

Pass/Fail

EQL Level 3 Certificate in Horse Care (QCF)

QCF LEVEL:

Level 3

BACKGROUND:

Holders will be able to fit tack and equipment to horses for competition and to analyse the consequences of ill-fitting tack. They will know procedures for travelling horses to and from competition and understand the aftercare and welfare of the competition horse. Holders will be able to evaluate a horse's conformation and how it may affect its way of going. They will also be able to lunge a fit horse for exercise.

GRADING SYSTEM:

Pass/Fail

EQL Level 3 Award in the Principles of Horse Care

QCF LEVEL:

Level 3

BACKGROUND:

Holders will understand the value of a balanced diet for horses and how to manage stock control, ordering, storage and waste disposal of feed stuffs. They will understand how to get horses fit for medium work. In addition, holders will know and understand horse behaviour, care and welfare of horses when stabled or turned out. They will know about stable yard design and construction and about the management of grassland pasture for horses.

GRADING SYSTEM:

Pass/Fail

EQL Level 3 Diploma in BHS Riding Horses (QCF)

QCF LEVEL:

Level 3

BACKGROUND:

Holders will have demonstrated their ability to ride a variety of horses under a variety of circumstances on the flat up to “Novice Dressage” level and over a course of show jumps up to 1m/3’3” and a cross country course up to 90cm. They will have shown they are tactful yet effective riders showing a balanced seat, a feel for their horses and have an appreciation for any weakness, to the level required as outlined in the examination syllabus.

GRADING SYSTEM:

Pass/Fail

EQL Level 3 Certificate in BHS Preliminary Teaching of Horse Riding (QCF)

QCF LEVEL:

Level 3

BACKGROUND:

Holders will have demonstrated their ability to apply the basic principles of teaching and will have shown that they are able to improve their pupil’s horsemanship using a progressive plan. They will have shown that they understand the safety procedures and principles in the organisation of a lesson and have the ability to give a class lesson on the flat or over fences, and a lunge or lead rein lesson. The coach will be able to plan, deliver and evaluate the coaching session. They will have discussed and answered questions on various topics to the level as outlined in the examination syllabus.

GRADING SYSTEM:

Pass/Fail

Holders of the Level 3 Certificate in Preliminary Teaching of Horse Riding may convert this qualification to the UKCC Endorsed EQL Level 2 Certificate in Coaching (Equine).

BHS NQF qualifications

The following BHS NQF qualifications are no longer offered. They were each allocated 35 UCAS Tariff points for a Pass:

- Certificate in BHS Stage 3 Riding
- Certificate in BHS Stage 3 Horse Knowledge and Care
- BHS Level 3 Preliminary Teacher’s Certificate (Equine Coach).

For more information about the UCAS Tariff, please see Appendix B.

Council for Awards in Care, Health and Education

The Council for Awards in Care, Health and Education (CACHE) is an internationally recognised, specialist awarding organisation for Early Years, Health and Social Care, Education, Playwork and Children’s Services.

CACHE offers qualifications from Entry Level to Level 5. Information on some of CACHE’s Level 3, 4 and 5 qualifications is listed in this publication. Further information on the full range of qualifications is available on the CACHE website www.cache.org.uk or by contacting CACHE’s head office as listed in Appendix A.

CACHE Level 3 Diploma for the Children and Young People’s Workforce (QCF)

QCF LEVEL:

Level 3

BACKGROUND:

This qualification has been developed to guide and assess development of knowledge and skills relating to early years and childcare, social care and the learning development and support services workforces. This qualification confirms competence in these areas where appropriate and serves as the required qualification (for all new practitioners) for registration and regulatory requirements in the childcare sector.

DATE OF FIRST TEACHING:

2010

DATE OF FIRST AWARD:

2011

PREREQUISITIES:

There are no formal entry requirements for this qualification but learners will need to be at least 16 years of age.

NUMBER OF UNITS/STRUCTURE:

Learners must gain a minimum of 65 credits to achieve the diploma. To do this they must achieve 27 credits from mandatory Group A. Learners must select one mandatory pathway from Groups C, D or E.

Learners selecting Group C (Early Learning and Childcare) must achieve 22 credits.

Learners selecting Group D (Social Care) must achieve 13 credits.

Learners selecting Group E (Learning, Development and Support Services) must achieve 13 credits.

The remaining credits must be achieved from Group F.

ASSESSMENT METHOD:

Coursework, portfolio of evidence and practical demonstration/assignment.

GRADING SYSTEM:

Pass

QUALITY ASSURANCE:

Customer Quality Advisers check a sample of assessment plans, assessor feedback to learners and a sample of marked and internally verified assignments. They may also talk to a number of learners.

PROGRESSION/ARTICULATION:

Learners can also progress to the CACHE Level 3 Extended Diploma for the Children and Young People’s Workforce (QCF) and the CACHE Level 5 Diploma in Leadership for Health and Social Care and Children and Young People’s Services (England) (QCF).

It is anticipated that learners selecting Group C (Early Learning and Childcare) will progress to a relevant Foundation/Honours Degree.

It is anticipated that learners selecting Group D (Social Care) will progress to the Level 4/5 Diploma in Health and Social Care or Level 4/5 Diploma for Leadership and Management for Care Services or a relevant Foundation/Honours Degree.

It is anticipated that learners selecting Group E (Learning, Development and Support Services) will progress to the Level 4/5 Diploma in Learning, Development and Support Services or a relevant Foundation/Honours Degree.

Dependent on the pathway chosen, learners can also progress to the following job roles.

- Pre-school worker
- Pre-school managers
- Crèche assistants and managers
- Practitioner in a children's/family centre
- Practitioner in day nurseries, nursery schools or reception classes in primary schools
- Nanny
- Children's holiday representative
- Residential childcare workers
- Youth workers
- Learning mentors.

CACHE Level 3 Extended Diploma for the Children and Young People's Workforce (QCF)

QCF LEVEL:

Level 3

BACKGROUND:

This qualification allows learners to work with children aged from birth to 19 years. The aim and purpose of this qualification is to provide a full-time, level 3, two year qualification primarily to meet the needs of learners between the ages of 16-19 wishing to proceed to full-time higher education. This qualification provides an alternative to A levels.

DATE OF FIRST TEACHING:

2011

DATE OF FIRST AWARD:

2013

PREREQUISITES:

Learners must be aged at least 16 years of age. It is recommended that learners have achieved GCSE in English and Mathematics.

NUMBER OF UNITS/STRUCTURE:

Stage 1: Learners must achieve the Level 3 Diploma for the Children and Young People's Workforce (QCF).

Stage 2: Learners must achieve Extended Diploma Mandatory Units – 65 credits, Extended Diploma Optional Units – 20 credits. On achievement of appropriate mandatory and optional units, the qualification grade will be grade E.

Stage 3: Learners must achieve the three Extended Assessments. On achievement of all three Extended Assessment, the qualification grade will be grade A*-D.

ASSESSMENT METHOD:

Level 3 Children and Young People's Workforce Units will be internally assessed by coursework, portfolio of evidence and practical demonstration/assignment.

Level 3 Extended Diploma mandatory and optional units will be internally assessed using a range of methods which include direct observation within the workplace, a portfolio of evidence, written assignments. All Assessment and Tasks are set by CACHE.

The Assessment Tasks set for the Extended Units are mandatory. The three Extended Assignments will need to be completed to achieve grades A*-D.

All units are assessed in line with the Skills for Care and Development Assessment Strategy.

GRADING SYSTEM:

A* – E

Learners achieving the Level 3 Diploma for the Children and Young People's Workforce (QCF) will receive a Pass grade. Learners achieving the Extended Units using the Assessment Tasks provided in this qualification will achieve a grade E. Learners completing the three Extended Assessments can achieve a grade from A*-D.

The following UCAS Tariff points are allocated to this qualification:

Grade	UCAS Tariff points
A*	420
A	340
B	290
C	240
D	140
E	80

For more information about the UCAS Tariff, please see Appendix B.

QUALITY ASSURANCE:

Quality Assurance is undertaken by CACHE's Customer Quality Advisers either during a site visit or via a remote monitoring activity and always includes the sampling of learner work.

Centre Advisers check a sample of assessment plans, assessor feedback to learners and a sample of marked and internally verified assignments. They may also talk to a number of learners.

PROGRESSION/ARTICULATION:

Learners can progress to higher education.

Dependent on the pathway chosen with the Level 3 Extended Diploma for the Children and Young People's Workforce (QCF), learners can also progress to the following job roles.

- Pre-school worker
- Pre-school managers
- Crèche assistants and managers
- Practitioner in a children's/family centre
- Practitioner in day nurseries, nursery schools or reception classes in primary schools
- Nanny
- Children's holiday representative
- Youth workers
- Learning mentors.

CACHE Level 3 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland) (QCF)

QCF LEVEL:
Level 3

BACKGROUND:

This qualification is designed to help learners build the knowledge and skills needed when working with children and young people from birth to 19 years of age. It covers a diverse range of job roles and occupational areas working in children's settings including early years.

DATE OF FIRST TEACHING:
2011

DATE OF FIRST AWARD:
2012

PREREQUISITES:

There are no formal entry requirements for this qualification but learners will need to be at least 16 years of age.

NUMBER OF UNITS/STRUCTURE:

Learners must gain a minimum of 65 credits to achieve the Level 3 Diploma for Children's Care, Learning and Development. To do this they must achieve 49 credits from Mandatory Group A. The remaining credits must be achieved from Optional Group B.

ASSESSMENT METHOD:

Coursework, Portfolio of Evidence, Practical Demonstration/Assignment.

Units must be assessed in line with the Skills for Care and Development or LLUK Assessment Strategies. This is dependent on the units taken by the learner.

GRADING SYSTEM:
Pass

QUALITY ASSURANCE:

Customer Quality Advisers check a sample of assessment plans, assessor feedback to learners and a sample of marked and internally verified assignments. They may also talk to a number of learners.

PROGRESSION/ARTICULATION:

Learners can progress to Foundation Degrees.

Learners can also progress to the following job roles.

- Pre-school worker
- Pre-school managers
- Crèche assistants and managers
- Practitioner in a children's/family centre
- Practitioner in day nurseries, nursery schools or reception classes in primary schools
- Nanny
- Children's holiday representative
- Youth workers
- Learning mentors
- Cylch Meithrin worker.

CACHE Level 3 Extended Diploma for Children's Care, Learning and Development (Wales and Northern Ireland) (QCF)

QCF LEVEL:
Level 3

BACKGROUND

This qualification allows learners to work with children aged from birth to 19 years. The aim and purpose of this qualification is to provide a two-year, full-time qualification to meet the needs of learners aged 16 and over. It meets the requirements for work in Children's Care, Learning and Development in Wales and Northern Ireland, contains additional extended units to assess, build and develop learners' higher level skills and contains three extended assessments based on knowledge which has been gained throughout the entire learning programme. This qualification provides an alternative to A levels.

DATE OF FIRST TEACHING:
2013

DATE OF FIRST AWARD:
2015

PREREQUISITES:

There are no formal entry requirements for this qualification but learners will need to be at least 16 years of age.

NUMBER OF UNITS/STRUCTURE:

Stage 1: Learners must achieve the Level 3 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland) (QCF).

Stage 2: Learners must achieve Extended Diploma Mandatory Units – 65 credits, Extended Diploma Optional Units – 20 credits. On achievement of appropriate mandatory and optional units, the qualification grade will be grade E.

Stage 3: Learners must achieve the three Extended Assessments. On achievement of all three Extended Assessment, the qualification grade will be grade A*-D.

ASSESSMENT METHOD:

Level 3 Children's Care, Learning and Development Units will be internally assessed by coursework, portfolio of evidence and practical demonstration/assignment.

Level 3 Extended Diploma mandatory and optional units will be internally assessed using a range of methods which include direct observation within the workplace, a portfolio of evidence, written assignments. All Assessment and Tasks are set by CACHE.

The Assessment Tasks set for the Extended Units are mandatory. The three Extended Assignments will need to be completed to achieve grades A*-D.

All units are assessed in line with the Skills for Care and Development Assessment Strategy.

GRADING SYSTEM:
A* – E

Learners achieving the Level 3 Diploma for Children's Care, Learning and Development (Wales and Northern Ireland) (QCF) will receive a Pass grade. Learners achieving the Extended Units using the Assessment Tasks provided in this qualification will achieve a grade E. Learners completing the three Extended Assessments can achieve a grade from A*-D.

The following UCAS Tariff points are allocated to this qualification:

Grade	UCAS Tariff points
A*	420
A	340
B	290
C	240
D	140
E	80

For more information about the UCAS Tariff, please see Appendix B.

QUALITY ASSURANCE:

Quality Assurance is undertaken by CACHE's Customer Quality Advisers either during a site visit or via a remote monitoring activity and always includes the sampling of learner work.

Centre Advisers check a sample of assessment plans, assessor feedback to learners and a sample of marked and internally verified assignments. They may also talk to a number of learners.

PROGRESSION/ARTICULATION:

Learners can progress to higher education.

The Level 3 Extended Diploma for Children's Care, Learning and Development (Wales and Northern Ireland) (QCF), learners can also progress to the following job roles.

- Pre-school worker
- Pre-school managers
- Crèche assistants and managers
- Practitioner in a children's/family centre
- Practitioner in day nurseries, nursery schools or reception classes in primary schools
- Nannies
- Residential childcare workers
- Children's holiday representative.

CACHE Level 3 Diploma for the Early Years Workforce (Early Years Educator) (QCF)

QCF LEVEL:

Level 3

BACKGROUND

This qualification prepares learners to become Early Years Educators, enabling them to work with children from birth to five years and gain knowledge of children aged five to seven years.

This qualification has been developed in response to the Department for Education and National College for Teaching and Leadership Policy, 'More Great Childcare'. The qualification has been built to meet the criteria required for those wishing to become Early Years Educators.

DATE OF FIRST TEACHING:

2014

DATE OF FIRST AWARD:

2015

PREREQUISITES:

CACHE does not set any formal entry requirements for this qualification but learners will need to be at least 16 years of age. However GCSE English and maths at grade C or above are an entry requirement for learners funded by the Skills Funding Agency. GCSE English and maths at grade C or above are also a requirement alongside the Early Years Educator qualification to count in the staff-to-child ratios at Level 3. It is not a requirement for CACHE registration or certification.

NUMBER OF UNITS/STRUCTURE:

Learners must gain a total of 61 credits to achieve this qualification. To do this they must achieve 23 mandatory units from Group A.

The units have been structured around the following four themes:

- Theme 1: Health and well-being
- Theme 2: Legislation, frameworks and professional practice
- Theme 3: Play, development and learning for school readiness
- Theme 4: Professional development.

ASSESSMENT METHOD:

All units will be internally assessed using a range of methods. This could include direct observation within the workplace, a portfolio of evidence, written assignments or a task set by CACHE.

GRADING SYSTEM:

Pass/refer

QUALITY ASSURANCE:

Quality assurance is undertaken by CACHE's Customer Quality Advisers either during a site visit or via a remote monitoring activity and always includes the sampling of learner work.

Centre Advisers check a sample of assessment plans, assessor feedback to learners and a sample of marked and internally verified assignments. They may also talk to a number of learners.

PROGRESSION/ARTICULATION:

Upon achievement of this qualification it is intended that learners will be able to enter the workforce as Early Years Educators.

CACHE Level 3 Diploma in Early Years Education and Care (Early Years Educator) (VRQ)

QCF LEVEL:

Level 3

BACKGROUND:

This qualification prepares learners to become Early Years Educators, enabling them to work with children from birth to five years and gain knowledge of children aged five to seven years.

This qualification has been developed in response to the Department for Education and National College for Teaching and Leadership Policy, 'More Great Childcare'. The qualification has been built to meet the criteria required for those wishing to become Early Years Educators.

DATE OF FIRST TEACHING:
2014

DATE OF FIRST AWARD:
2015

PREREQUISITES:

CACHE does not set any formal entry requirements for this qualification but learners will need to be at least 16 years of age. However GCSE English and maths at grade C or above are an entry requirement for learners funded by the Skills Funding Agency. GCSE English and maths at grade C or above are also a requirement alongside the Early Years Educator qualification to count in the staff-to-child ratios at Level 3. It is not a requirement for CACHE registration or certification.

NUMBER OF UNITS/STRUCTURE:

To gain this qualification, learners must achieve all 27 mandatory units and three separate externally set and marked assessments. The units have been structured around the following four themes:

- Theme 1: Health and well-being
- Theme 2: Legislation, frameworks and professional practice
- Theme 3: Play, development and learning for school readiness
- Theme 4: Professional development.

ASSESSMENT METHOD:

Learners will need to achieve the following assessment:

- Longitudinal study
This will be a mandatory task set by CACHE. It will be internally assessed.
- Assessment 1
Short answer paper based on Theme 1: Health and well-being and Theme 2: Legislation, frameworks and professional practice.
- Assessment 2
Reflective study based on Theme 3: Play, development and learning for school readiness
- Assessment 3
Extended essay based on Theme 3: Play, development and learning for school readiness.

Assessments 1, 2 and 3 will be externally set and externally marked. Learners will also need to pass all units and prove competence in a real work environment. Full achievement of the qualification will not be possible until all components are complete.

GRADING SYSTEM:
A*/A/B/C/D

QUALITY ASSURANCE:

Quality assurance is undertaken by CACHE's Customer Quality Advisers either during a site visit or via a remote monitoring activity and always includes the sampling of learner work.

Centre Advisers check a sample of assessment plans, assessor feedback to learners and a sample of marked and internally verified assignments. They may also talk to a number of learners.

PROGRESSION/ARTICULATION:

Learners can progress to the CACHE Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (QCF) or in to higher education.

CACHE Level 3 Diploma in Playwork (NVQ) (QCF)

QCF LEVEL:
Level 3

BACKGROUND:

This qualification provides in depth information about the role of the Level 3 Playworker when working with children and young people between the ages of 4 to 16. It allows learners to gain understanding of the management of play environments and the line management of other staff.

The Diploma covers the knowledge and skills needed when working unsupervised and requires the learner to demonstrate these in the workplace. It is aimed at experienced playworkers who have a wide knowledge and understanding of children and young people and a deep appreciation of playwork principles and practice.

DATE OF FIRST TEACHING:
2010

DATE OF FIRST AWARD:
2011

PREREQUISITES:

There are no formal entry requirements for this qualification but learners will need to be at least 18 years of age.

NUMBER OF UNITS/STRUCTURE:

The learner must achieve a total of 65 credits from 13 mandatory units, including the 9 Award and Certificate units, plus a minimum of 19 credits from the optional units.

ASSESSMENT METHOD:

Coursework, Portfolio of Evidence, Practical Demonstration/Assignment.

All units must be assessed in line with the SkillsActive Assessment Strategy.

GRADING SYSTEM:
Pass

QUALITY ASSURANCE:

Customer Quality Advisers check a sample of assessment plans, assessor feedback to learners and a sample of marked and internally verified assignments. They may also talk to a number of learners.

PROGRESSION/ARTICULATION:

On completing this qualification, learners could work in roles such as:

- Playworker
- Worker in a holiday club
- Playwork development officer
- Adventure centre supervisor
- After school worker
- Manager of any playwork provisions.

Learners can also progress to a Foundation Degree.

CACHE Level 5 Diploma in Playwork (QCF)

QCF LEVEL:
Level 5

BACKGROUND:

This qualification provides in depth information about the role of the Level 5 Playworker when working with children and young people between the ages of 4 to 16. It also delivers the higher level knowledge and skills needed when leading practice and managing staff in a playwork setting. This includes developing professional practices, building relationships and personal development.

DATE OF FIRST TEACHING:
2012

DATE OF FIRST AWARD:
2013

PREREQUISITES:

There are no formal entry requirements for this qualification but learners will need to be at least 18 years of age.

NUMBER OF UNITS/STRUCTURE:

Learners must achieve the 10 mandatory units totalling 60 credits.

ASSESSMENT METHOD:

Portfolio of Evidence.

All units must be assessed in line with the SkillsActive Assessment Strategy.

GRADING SYSTEM:

Pass

QUALITY ASSURANCE:

Customer Quality Advisers check a sample of assessment plans, assessor feedback to learners and a sample of marked and internally verified assignments. They may also talk to a number of learners.

PROGRESSION/ARTICULATION:

On completing this qualification, learners could work in roles such as:

- Play Development Officer
- Playwork Setting Manager
- Playwork Setting Assistant Manager
- Playwork Setting Deputy Manager.

Learners can also progress to a Foundation Degree.

CACHE Level 3 Diploma in Specialist Support for Teaching and Learning in Schools (QCF)

QCF LEVEL:
Level 3

BACKGROUND:

This qualification provides learners with an in-depth understanding of the knowledge and skills needed when working directly with children and young people in school environments. It covers all aspects of specialist support including planning, delivering and reviewing assessment strategies to support learning alongside the teacher, bilingual and special needs support and personal development and reflective practice.

DATE OF FIRST TEACHING:
2010

DATE OF FIRST AWARD:
2011

PREREQUISITES:

There are no formal entry requirements for this qualification but learners will need to be at least 16 years of age.

NUMBER OF UNITS/STRUCTURE:

The learner must achieve all 11 mandatory units, totalling 32 credits, plus 12 credits from a group of 38 optional units, to achieve the diploma. Of the 44 credits required to achieve the diploma, 40 of them must be at or above the level of the qualification (Level 3). There are required combinations, a barred combination and an exemption within the optional units.

ASSESSMENT METHOD:

Coursework, Portfolio of Evidence, Practical Demonstration/Assignment.

All units must be assessed in line with the TA Assessment Principles.

GRADING SYSTEM:

Pass

QUALITY ASSURANCE:

Customer Quality Advisers check a sample of assessment plans, assessor feedback to learners and a sample of marked and internally verified assignments. They may also talk to a number of learners.

PROGRESSION/ARTICULATION:

Foundation Degree or into the education workforce.

CACHE Level 3 Certificate in Learning Support (QCF)

QCF LEVEL:
Level 3

BACKGROUND:

This qualification covers the key issues relating to learning support practice when working with young people and adults, including; approaches and principles to learning and learning support in lifelong learning contexts.

DATE OF FIRST TEACHING:
2009

DATE OF FIRST AWARD:
2010

DATE OF LAST AWARD:
2014

PREREQUISITES:

There are no formal entry requirements for this qualification but learners will need to be at least 18 years of age.

NUMBER OF UNITS/STRUCTURE:

Learners must complete one unit from group A (6 credits), three units from group B (18 credits) and at least six credits (maximum 12 credits) from Group C. Learners must complete a total of 30 credits to achieve the Certificate in Learning Support.

ASSESSMENT METHOD:

Practical demonstration/assignment.

All units must be assessed in line with the LLUK Assessment Strategy.

GRADING SYSTEM:

Pass

QUALITY ASSURANCE:

Customer Quality Advisers check a sample of assessment plans, assessor feedback to learners and a sample of marked and internally verified assignments. They may also talk to a number of learners.

PROGRESSION/ARTICULATION:

Specialist or management qualifications at Level 4 or into the education workforce.

CACHE Level 3 Diploma in Health and Social Care (Adults) for England (QCF)

QCF LEVEL:

Level 3

BACKGROUND:

This qualification develops the knowledge and skills needed when working in a senior role with adults in health and social care environments. It covers a wide range of areas including supporting individuals with their physical and emotional care, daily living needs and health care procedures.

It has three pathways:

- Generic Health and Social Care
- Dementia
- Learning Disability.

DATE OF FIRST TEACHING:

2011

DATE OF FIRST AWARD:

2012

PREREQUISITES:

There are no formal entry requirements for this qualification but learners will need to be at least 16 years of age.

NUMBER OF UNITS/STRUCTURE:

Learners must achieve a minimum of 58 credits to gain the Level 3 Diploma in Health and Social Care (Adults) for England (QCF).

To do this they must achieve: – 28 credits from Mandatory group A – 30 credits from Pathway Group P1, P2 or P3. – learners can claim an endorsed pathway (P2) (Dementia) if their achievement includes Unit DEM 301 plus unit DEM 304 or DEM 312 or DEM 313 – learners can claim an endorsed pathway (P3) (Adults with Learning Disabilities) if their achievement includes Unit LD 201 plus unit LD 302 or LD 303.

ASSESSMENT METHOD:

Portfolio of evidence.

All units must be assessed in line with the Skills for Care and Development and Skills for Health Assessment Strategy.

GRADING SYSTEM:

Pass

QUALITY ASSURANCE:

Customer Quality Advisers check a sample of assessment plans, assessor feedback to learners and a sample of marked and internally verified assignments. They may also talk to a number of learners.

PROGRESSION/ARTICULATION:

It is anticipated that learners will join the social care workforce working in domiciliary care or in residential care homes, progress to Level 5 QCF qualifications for management or senior practitioner roles in health and social care, or to specialist qualifications reflecting the context in which they work.

CACHE Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (QCF)

QCF LEVEL:

Level 3

BACKGROUND:

This qualification develops the knowledge and skills needed when working in a senior role with adults in health and social care environments. It covers a wide range of areas including supporting individuals with their physical and emotional care, daily living needs and health care procedures.

Learners wishing to progress to work as social workers in Wales are required to take the specialist unit 'Understand sensory loss'.

DATE OF FIRST TEACHING:

2011

DATE OF FIRST AWARD:

2012

PREREQUISITES:

There are no formal entry requirements for this qualification but learners will need to be at least 16 years of age.

NUMBER OF UNITS/STRUCTURE:

Learners must achieve a minimum of 58 credits to gain the Level 3 Diploma in Health and Social Care (Adults) for Wales and Northern Ireland (QCF).

To do this they must achieve:

- 8 credits from the mandatory units in Group A
- a minimum of 2 credits and a maximum of 7 credits from the optional units in Group B (Note: Unit M/601/3467, SS MU 3.1: 'Understand sensory loss' is required for social care workers in Wales)
- at least 23 credits from the optional units in Group C.

ASSESSMENT METHOD:

Portfolio of evidence.

All units must be assessed in line with the Skills for Care and Development Assessment Strategy.

GRADING SYSTEM:

Pass

QUALITY ASSURANCE:

Customer Quality Advisers check a sample of assessment plans, assessor feedback to learners and a sample of marked and internally verified assignments. They may also talk to a number of learners.

PROGRESSION/ARTICULATION:

It is anticipated that learners will join the social care workforce working in domiciliary care or in residential care homes, progress to Level 4 and Level 5 QCF qualifications for management or senior practitioner roles in health and social care, or to specialist qualifications reflecting the context in which they work.

CACHE Level 3 Diploma in Health and Social Care (Children and Young People) for Wales and Northern Ireland (QCF)

QCF LEVEL:
Level 3

BACKGROUND:

This qualification develops the knowledge and skills needed when working with children and young people in health and social care environments. It covers a wide range of areas such as supporting children and young people with their physical or emotional care, daily living needs and behaviour management.

DATE OF FIRST TEACHING:
2011

DATE OF FIRST AWARD:
2012

PREREQUISITES:

There are no formal entry requirements for this qualification but learners will need to be at least 16 years of age.

NUMBER OF UNITS/STRUCTURE:

Learners must achieve a minimum of 58 credits to gain the Level 3 Diploma in Health and Social Care (Children and Young People) for Wales and Northern Ireland (QCF).

To do this they must achieve:

- 40 credits from the mandatory units in Group A
- at least 18 credits from the optional units in Group B.

ASSESSMENT METHOD:
Portfolio of evidence.

All units must be assessed in line with the Skills for Care and Development Assessment Strategy.

GRADING SYSTEM:
Pass

QUALITY ASSURANCE:

Customer Quality Advisers check a sample of assessment plans, assessor feedback to learners and a sample of marked and internally verified assignments. They may also talk to a number of learners.

PROGRESSION/ARTICULATION:

It is anticipated that learners will join the social care workforce working in domiciliary care or in residential care homes, progress to Level 4 and Level 5 QCF qualifications for management or senior practitioner roles in health and social care, or to specialist qualifications reflecting the context in which they work.

CACHE Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (QCF)

QCF LEVEL:
Level 5

BACKGROUND:

This qualification provides learners with the skills and knowledge needed to manage practice and lead others in adult health and social care provision or in children and

young people's services. It has six pathways – three for those working with adults and three for those working with children and young people – and covers a wide range of topics including:

- safeguarding and protection
- managing care services
- supporting development and partnership working
- contributing to broader activities such as change programmes and recruitment
- complying with quality systems and continuously improving quality
- developing and carrying out policy
- promoting and developing best practice
- care management.

The Management pathways are most suitable for Assistant Managers and Deputy Managers working in day or domiciliary services who are looking to progress their career. It is also appropriate for Managers who have not yet achieved a vocational qualification at this level.

The Residential Services pathways are aimed at learners in similar job roles as those taking the Management pathways but the focus is on management and care in residential settings.

The Advanced Practice pathways are geared towards senior practitioners who would like to develop their career but wish to remain active practitioners within the management framework.

DATE OF FIRST TEACHING:
2011

DATE OF FIRST AWARD:
2012

PREREQUISITES:

There are no formal entry requirements for this qualification but learners will need to be at least 19 years of age.

NUMBER OF UNITS/STRUCTURE:

All learners must achieve the five units from mandatory group A. They must then select one of the six pathways and complete all units in the Core unit group (Groups C1, D1, E1, F1, G1 or H1). Learners taking groups C, D, F or G must take a minimum of 12 credits from the Optional Management Group (C2, D2, F2 or G2) and make up the remainder of credits up to the 80 required to achieve the Diploma from the remaining Optional Unit Groups (C3 & 4, D3 & 4, F3 & 4 or G3 & 4). Of these remaining credits, a maximum of 6 credits can be taken from the Optional Knowledge Group (C3, D3, F3 or G3). Learners taking Pathways E or H must make up the remainder of credits up to the 80 required to achieve the Diploma from the Optional Unit Groups (E2, E3 & E4 or H2, H3 & H4). Of these remaining credits, a maximum of six credits can be taken from the Optional Knowledge Group (E3 or H3).

ASSESSMENT METHOD:

Coursework, Portfolio of Evidence, Practical Demonstration/Assignment.

All units must be assessed in line with the Skills for Care and Development Assessment Strategy.

GRADING SYSTEM:
Pass

QUALITY ASSURANCE:

Customer Quality Advisers check a sample of assessment plans, assessor feedback to learners and a sample of marked and internally verified assignments. They also talk to a number of learners.

PROGRESSION/ARTICULATION:

This qualification is suitable for Assistant Managers and Deputy Managers working in children's care, learning and development in England who are looking to progress their career. It is also appropriate for Managers who have not yet achieved a vocational qualification at this level.

Learners who achieve the Diploma could progress to a Foundation Degree in a related discipline.

CACHE Level 5 Diploma in Leadership for Children's Care, Learning and Development (Management) (Wales and Northern Ireland) (QCF)

QCF LEVEL:

Level 5

BACKGROUND:

This qualification provides learners with the skills and knowledge needed to manage practice and lead others in children's care, learning and development in Wales. It covers a wide range of subjects, including: leading professional practice, health and safety and risk management, safeguarding and developing professional supervision practice. It confers occupational competence to work in a management role.

DATE OF FIRST TEACHING:

2012

DATE OF FIRST AWARD:

2013

PREREQUISITES:

There are no formal entry requirements for this qualification but learners will need to be at least 19 years of age.

NUMBER OF UNITS/STRUCTURE:

Learners must gain a minimum of 90 credits to achieve this qualification. They must achieve 64 credits from mandatory Group A, a minimum of 12 credits from optional

Group B and a further 14 credits from optional Groups B and/or C.

ASSESSMENT METHOD:

Coursework, Portfolio of Evidence, Practical Demonstration/Assignment.

All units must be assessed in line with the Skills for Care and Development Assessment Strategy.

GRADING SYSTEM:

Pass

QUALITY ASSURANCE:

Customer Quality Advisers check a sample of assessment plans, assessor feedback to learners and a sample of marked and internally verified assignments. They may also talk to a number of learners.

PROGRESSION/ARTICULATION:

This qualification is suitable for assistant managers and deputy managers working in children's care, learning and development in Wales who are looking to progress their career. It is also appropriate for managers who have not yet achieved a vocational qualification at this level.

Learners who achieve the Diploma could progress to a foundation degree in a related discipline.

CACHE Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF)

QCF LEVEL:

Level 4

BACKGROUND:

This qualification covers understanding of internally assuring the quality of assessment, as well as planning, allocating and monitoring work in the learner's own area of responsibility.

DATE OF FIRST TEACHING:

2010

DATE OF FIRST AWARD:

2011

PREREQUISITES:

There are no formal entry requirements for this qualification but learners will need to be at least 19 years of age.

NUMBER OF UNITS/STRUCTURE:

Learners must complete all the units within Group A to gain 17 credits and achieve the Certificate.

ASSESSMENT METHOD:

Portfolio of evidence

This qualification must be assessed in line with the LLUK Assessment Strategy.

GRADING SYSTEM:

Pass

QUALITY ASSURANCE:

Customer Quality Advisers check a sample of assessment plans, assessor feedback to learners and a sample of marked and internally verified assignments. Internal quality assurance strategies will be scrutinised. They may also talk to a number of learners.

PROGRESSION/ARTICULATION:

Other Level 4 qualifications for External Quality Assurance.

CACHE Level 3 Diploma in Healthcare Support Services (QCF)

QCF LEVEL:

Level 3

BACKGROUND:

This qualification guides and assesses the development of knowledge and skills relating to the Health workforce.

Topics include emergency first aid, communication in the health sector and clinical data coding.

DATE OF FIRST TEACHING:

2012

DATE OF FIRST AWARD:

2013

PREREQUISITES:

There are no formal entry requirements for this qualification but learners will need to be at least 16 years of age.

NUMBER OF UNITS/STRUCTURE:

Learners must complete a minimum of 37 credits to gain the Level 3 Diploma in Healthcare Support Services (QCF). To do this they must achieve 16 credits from Mandatory Group A and at least 21 credits from Optional Group B. At least 22 of the credits must be achieved at Level 3 or above.

ASSESSMENT METHOD:

Coursework, Portfolio of evidence

This qualification must be assessed in line with the Skills for Health Assessment Principles.

GRADING SYSTEM:

Pass

QUALITY ASSURANCE:

Customer Quality Advisers check a sample of assessment plans, assessor feedback to learners and a sample of marked and internally verified assignments. They may also talk to a number of learners.

PROGRESSION/ARTICULATION:

It is anticipated that learners will progress to specialist health pathways reflecting the context in which they work.

Learners on this qualification could also progress to the following job roles:

- Assistant/administrator
- Caretaker/maintenance person
- Cleaner, customer service
- Assistant/manager
- Database administrator
- Gardener
- Health records clerk
- Hospital porter
- Kitchen supervisor/manager
- Library assistant, personal assistant (PA)
- Receptionist
- Records manager
- Security officer/manager
- Stock control/replenishment assistant
- Stores assistant
- Technical support person
- Van driver.

CACHE Level 3 Diploma in Clinical Healthcare Support (QCF)

QCF LEVEL:

Level 3

BACKGROUND:

This qualification will support learners to develop the knowledge and skills required to work in a range of clinical procedures and carry out assessment/examinations.

DATE OF FIRST TEACHING:

2012

DATE OF FIRST AWARD:

2013

PREREQUISITES:

There are no formal entry requirements for this qualification but learners will need to be at least 16 years of age.

NUMBER OF UNITS/STRUCTURE:

Learners must complete a minimum of 65 credits to gain the Level 3 Diploma in Clinical Healthcare Support (QCF). To do this they must achieve 35 credits from Mandatory Group A and at least 30 credits from Optional Group B. At least 39 of the credits must be achieved at Level 3 or above.

ASSESSMENT METHOD:

Coursework, Portfolio of evidence

This qualification must be assessed in line with the Skills for Health Assessment Strategy.

GRADING SYSTEM:

Pass

QUALITY ASSURANCE:

Customer Quality Advisers check a sample of assessment plans, assessor feedback to learners and a sample of marked and internally verified assignments. They may also talk to a number of learners.

PROGRESSION/ARTICULATION:

It is anticipated that learners will progress to specialist health pathways reflecting the context in which they work.

Learners could also progress to a job as a healthcare assistant. Roles in this area could include: phlebotomist, assistant dieticians, medical laboratory assistants, newborn hearing screeners, nursing healthcare assistants, podiatry assistants (chiroprody or foot-care assistants).

CACHE Level 3 Award, Certificate and Diploma in Childcare and Education

NQF LEVEL:

Level 3

BACKGROUND:

This qualification prepares learners to work unsupervised, or in a supervisory capacity, with children and their families in a variety of settings and environments within the sector of Children's Services. It covers many of the National Occupation Standards for Children's Care, Learning and Development. The qualification is split into the Award, Certificate and Diploma, with the Award and Certificate building towards the Level 3 Diploma. It is expected that most learners will progress through the Award and Certificate to complete the Diploma in order to be able to work as an early years practitioner.

Throughout the Diploma level of the qualification, learners are expected to complete recommended hours of professional practice in a variety of settings and specified age ranges in order to apply theoretical knowledge in a practical environment. This will be assessed through Practice Evidence Records, Professional Evidence Record Diaries and Professional Development Profiles.

It is recommended that some practical training be undertaken during study for the Award and Certificate.

DATE OF FIRST TEACHING:

2007

DATE OF FIRST AWARD:

2008

DATE OF LAST AWARD:

2017

PREREQUISITES:

CACHE does not recommend any formal qualifications but learners should be able to show that they can cope with the demands of the programme. Learners must also be at least 16 years of age. Training providers will set their own entry requirements.

NUMBER OF UNITS/STRUCTURE:

Award – two units (units 1-2)

Certificate – five units (units 1-5)

Diploma – 12 units (units 1-9 are mandatory, and three optional units are chosen from optional units 10-21)

ASSESSMENT METHOD:

Assessment Tasks

Practice Evidence Records

Professional Development Profiles

Practice Evidence Diaries

Short Answer Test Paper-Certificate level

Research Task – Diploma level

GRADING SYSTEM: The overall grade for the CACHE Level 3 Award/Certificate/Diploma in Child Care and Education is awarded at Grades A – E.

Each unit assessment and external assessment is graded from A to E using grading criteria. To gain the Award a learner must achieve units 1 and 2. To gain the Certificate a learner must achieve the Award, units 3-5 and achieve the Certificate Short Answer Test. To gain the Diploma the learner must achieve both the Award and the Certificate, units 7-9, three Optional Units and achieve the Research Task.

Those learners taking the Diploma must achieve unit 9 to achieve the qualification. This unit involves assessment of skills in the workplace using a competence-based approach.

These qualifications have been awarded UCAS Tariff points as follows:

Award	UCAS Tariff points	Certificate	UCAS Tariff points	Diploma	UCAS Tariff points
A	30	A	110	A	360
B	25	B	90	B	300
C	20	C	70	C	240
D	15	D	55	D	180
E	10	E	35	E	120

For more information about the UCAS Tariff, please see Appendix B.

QUALITY ASSURANCE:

The Certificate Short Answer Tests and the Research Task are externally marked by CACHE and standardised and awarded using authorised marking guidelines and indicative content, following CACHE standardisation and awarding processes.

Customer Quality Advisers check a sample of internal assessments, assessor feedback to learners and a sample of Practical Assessment Records. They may also talk to a number of learners.

PROGRESSION/ARTICULATION:

Learners can progress to higher education to study a degree in a related area. They can also progress to the CACHE Level 5 Diploma in Leadership for Health and Social Care and Children and Young People’s Services (England) (QCF).

Dependent on the pathway chosen, learners can also progress to the following job roles.

- Pre-school worker
- Pre-school managers
- Crèche assistants and managers
- Practitioner in a children’s/family centre
- Practitioner in day nurseries, nursery schools or reception classes in primary schools
- Nanny
- Children’s holiday representative
- Residential childcare workers
- Youth workers
- Learning mentors.

CACHE Level 3 Diploma in Home-Based Childcare

QUALIFICATION ABBREVIATION:

DHC-L3

NQF LEVEL:

Level 3

BACKGROUND:

The aim of the DHC-L3 is to raise the professional skills and the quality of childcare, offered in a home-based setting, including information about the legislation and regulations governing home-based childcare.

DATE OF FIRST TEACHING:

2005

DATE OF FIRST AWARD:

2006

DATE OF LAST AWARD:

2015

PREREQUISITES:

No formal entry requirements. However, candidates must be aged 16 or over at the time of registering for the award.

NUMBER OF UNITS/STRUCTURE:

One unit of 12 hours and four units of 30 hours each.

Individual units are free-standing and can be separately certificated.

ASSESSMENT METHOD:

Unit 1 is assessed by a multiple-choice question paper marked by CACHE. Units 2–5 are assessed through an assignment that is set by CACHE and marked by the centre.

EXAMINATION TIMING:

September, October, November, December, February, March, April, May, June, July, or as required electronically.

DATE OF RESULT PUBLICATION:

September, October, November, January, February, March, April, May, June, July

GRADING SYSTEM:

Unit 1 MCQ Test: Pass/Refer

Units 2-5: A – E

QUALITY ASSURANCE:

Customer Quality Advisers check a sample of assessment plans, and a sample of marked and internally verified assignments.

PROGRESSION/ARTICULATION:

Most learners will become registered childminders. Learners may also seek to progress to higher level qualifications as appropriate, for example a Foundation Degree.

CACHE Level 3 Diploma in Pre-School Practice

QUALIFICATION ABBREVIATION:

DPP-L3

NQF LEVEL:

Level 3

BACKGROUND:

The qualification is designed primarily to prepare candidates to work at supervisory level with pre-school groups and playgroups whilst taking into account the fact that children live in families and communities. Its main focus is on the needs of children aged from 1 to 5 years, who may be in sessional or, increasingly, extended full-day care.

DATE OF FIRST TEACHING:

2006

DATE OF FIRST AWARD:

2007

DATE OF LAST AWARD:

2016

PREREQUISITES:

CACHE does not prescribe any formal requirements in order to start a programme of study for the DPP-L3. Candidates must be 16 years of age at the date of registration for the qualification, show that they have an adequate level of general education to cope with the demands of the programme and be working with children in a pre-school setting either as a volunteer or in paid employment.

NUMBER OF UNITS/STRUCTURE:

Two mandatory units of 60 hours and one mandatory unit of 30 hours, plus a further optional unit of 30 hours (choice of three option units). Each unit can stand alone, be individually assessed and separately certificated. Reflective practice is required in gaining the CACHE Level 3 Diploma in Pre-school Practice. 360 hours are required for practical work under supervision. 240 hours are required for supervised study. A total of 600 hours are required to complete the qualification. Centres are able to include a further 30 hours for practical work under supervision.

ASSESSMENT METHOD:

Unit assignments: Unit 3 is externally assessed by CACHE. All other units are marked and internally moderated within the centres.

EXAMINATION TIMING:

September, January, June

DATE OF RESULT PUBLICATION:

November, March, July

GRADING SYSTEM:

A – E

QUALITY ASSURANCE:

The assignment for one unit for every candidate is externally marked by CACHE and standardised using common grading criteria. The grade boundaries are set at an award meeting attended by the Chief Examiner and the principal Examiners for the qualification. Scripts from previous years are kept to ensure standards are maintained year-on-year.

Customer Quality Advisers check a sample of assessment plans, assessor feedback to learners and a sample of marked and internally verified assignments. They may also talk to a number of learners.

PROGRESSION/ARTICULATION:

Most learners will become playgroup assistants, supervisors or managers. Candidates may also seek to progress to higher level qualifications as appropriate, for example a foundation degree.

CACHE Level 3 Certificate in Supporting Teaching and Learning in Schools

QUALIFICATION ABBREVIATION:

STLS-L3

NQF LEVEL:

Level 3

BACKGROUND:

This qualification is aimed at people who are working with pupils on an individual basis or with groups under the supervision of a group leader in education and learning support. It is also for people who wish to work in this field.

DATE OF FIRST TEACHING:

2009

DATE OF FIRST AWARD:

2010

DATE OF LAST AWARD:

2015

PREREQUISITES:

Learners must be at least 16 years of age and it is recommended that they have a GCSE or equivalent at grade C or above.

NUMBER OF UNITS/STRUCTURE:

The CACHE Level 3 Certificate in Supporting Teaching and Learning in Schools consists of two mandatory units, with a total of 120 GLH.

CACHE recommends that candidates should be working in a school at Foundation Stage, or Key Stages 1-4, for a minimum 60 hours per unit. This can be as a paid employee, volunteer or as a placement organised by the centre.

ASSESSMENT METHOD:

Coursework

GRADING SYSTEM:

A-E

QUALITY ASSURANCE:

Customer Quality Advisers check a sample of assessment plans, assessor feedback to learners and a sample of marked and internally verified assignments. They may also talk to a number of learners.

PROGRESSION/ARTICULATION:

Most learners will seek employment in the schools' workforce but some will progress to a relevant Foundation Degree

CACHE Level 3 Diploma in Support Work in Schools

QUALIFICATION ABBREVIATION:

DSWiS-L3

NQF LEVEL:

Level 3

BACKGROUND:

This qualification is aimed at people working in an unsupervised role with children and young people. For example, school administrator, receptionist, library assistant, IT support worker, learning support assistant, caretaker or lunch-time assistant.

DATE OF FIRST TEACHING:

2009

DATE OF FIRST AWARD:

2010

DATE OF LAST AWARD:

2016

PREREQUISITES:

Learners must be at least 18 years of age.

NUMBER OF UNITS/STRUCTURE:

Learners taking the CACHE Level 3 Diploma in Support Work in Schools must complete six units in total; both units from group A plus four optional units from group B1, B2, C4 or C5.

Learners taking the Parent Support pathway must complete six units in total; both units from Group A, the mandatory endorsed unit from Group C4 and then three additional units from Group B2 or C5, at least one of which must be taken from Group C5. It is possible to take both units from Group C5, in which case only one unit must be taken from Group B2.

ASSESSMENT METHOD:

Portfolio of Evidence, Practical Demonstration/Assignment

GRADING SYSTEM:

Pass/refer

QUALITY ASSURANCE:

Customer Quality Advisers check a sample of assessment plans, assessor feedback to learners and a sample of marked and internally verified assignments. They may also talk to a number of learners.

PROGRESSION/ARTICULATION:

Most learners will seek employment in the schools' workforce but some will progress to a relevant foundation degree.

CACHE Level 4 Certificate in Quality Standards in Children's Management Services

QUALIFICATION ABBREVIATION:

CMQS-L4

NQF LEVEL:

Level 4

BACKGROUND:

This qualification is aimed at people who would like to work as a qualified practitioner involved in preparing their setting for accredited quality assurance schemes or statutory inspections.

DATE OF FIRST TEACHING:

2004

DATE OF FIRST AWARD:

2005

DATE OF LAST AWARD:

2015

PREREQUISITES:

Learners must be at least 18 years of age and be an experienced or qualified practitioner at Level 3.

NUMBER OF UNITS/STRUCTURE:

Learners must successfully complete both units at Pass grade to achieve the Certificate.

ASSESSMENT METHOD:

Coursework

GRADING SYSTEM:

Pass/refer

QUALITY ASSURANCE:

The assignment for one unit for every candidate is externally marked by CACHE and standardised using common grading criteria. Scripts from previous years are kept to ensure standards are maintained year-on-year.

Customer Quality Advisers check a sample of marked and internally verified assignments. They may also talk to a number of learners.

PROGRESSION/ARTICULATION:

The qualification will allow candidates to go on to take a higher level qualification such as a Foundation Degree or the CACHE Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (QCF).

The qualification can also be used to work as a child-minding network coordinator or a centre/playgroup/nursery manager.

Cambridge International Examinations

Cambridge International Examinations is the world's largest provider of international education programmes and qualifications for five to 19 year-olds. As a not-for-profit organisation, Cambridge International Examinations is committed to making high quality education available all around the world. Cambridge qualifications are available in over 165 countries. It is part of Cambridge Assessment, formerly the University of Cambridge Local Examinations Syndicate (UCLES). Cambridge International Examinations operates alongside OCR, which provides examination and assessment services in the UK, and Cambridge English which delivers a portfolio of qualifications for people learning English.

Cambridge International Level 3 Pre-U Certificate (Principal Subject, Short Course and GPR)

NQF LEVEL:

Level 3

BACKGROUND:

Available in the UK since September 2008, Cambridge Pre-U was developed in response to requests from UK schools for an alternative to A Level that would fully support successful progression from school to undergraduate study and beyond. It was developed in consultation with schools, higher education institutions and subject associations. Cambridge Pre-U is a rigorous

academic programme and qualification which has been accredited by Ofqual and is eligible for funding for teaching in UK state schools. An alternative to the UK A Level, Cambridge Pre-U is designed to help students gain an in-depth knowledge of the subjects studied and to develop the skills needed for university study.

Further information on Cambridge Pre-U, including syllabuses, may be found on the Cambridge website at www.cie.org.uk. Should you require further information on Cambridge Pre-U, please contact the awarding body, Cambridge International Examinations, at info@cie.org.uk

Cambridge International Level 3 Pre-U Certificate (Principal Subject)

There are 25 individual Cambridge Pre-U Principal Subjects, certificated separately and assessed at the end of a two-year programme of study. Students may choose to combine subjects to form part of the Cambridge Pre-U Diploma (see section on Cambridge Pre-U Diploma). The Cambridge Pre-U Certificate (Principal Subject) has been assigned 380 Guided Learning Hours by Ofqual.

DATE OF FIRST TEACHING:

2008

DATE OF FIRST AWARD:

2010

ASSESSMENT METHOD:

The assessment is linear, with all examinations being taken at the end of the two-year study period.

GRADING SYSTEM:

Grading Band	Cambridge Pre-U Principal Subjects Grade	UCAS Tariff points
Distinction	D1	To be confirmed
	D2	145
	D3	130
Merit	M1	115
	M2	101
	M3	87
Pass	P1	73
	P2	59
	P3	46

Cambridge International Level 3 Pre-U Certificate (Short Course)

NQF LEVEL:

Level 3

BACKGROUND:

Cambridge Pre-U Short Courses (one-year course) are available for Modern Languages, Mathematics, Further Mathematics and Global Perspectives. A Short Course can be taken in the first or second year of study and is offered in order to encourage students to develop a broad subject portfolio. The Cambridge Pre-U Certificate (Short Course) has been accredited by Ofqual and has been assigned 180 Guided Learning Hours.

DATE OF FIRST TEACHING:

2008

DATE OF FIRST AWARD:

2009

ASSESSMENT METHOD:

The assessment is linear, with all examinations being taken at the end of the one-year study period.

GRADING SYSTEM:

Grading Band	Cambridge Pre-U Short Course Subjects Grade	UCAS Tariff points
Distinction	D1	To be confirmed
	D2	To be confirmed
	D3	60
Merit	M1	53
	M2	46
	M3	39
Pass	P1	32
	P2	26
	P3	20

Cambridge International Level 3 Pre-U Certificate Global Perspectives and Research (GPR)

NQF LEVEL:

Level 3

BACKGROUND:

Global Perspectives and Research (GPR) constitutes the compulsory core of the Diploma, and can also be taken as a stand-alone qualification and certificated separately. It is comprised of Global Perspectives (a taught course) and an independent Research Report.

Global Perspectives encourages breadth across the curriculum through the interdisciplinary study of a number of themes of global relevance, developing critical thinking and a range of study and research skills. A unique feature of Global Perspectives is the Critical Path (deconstruction, reconstruction, reflection and communication). This approach to analysing and evaluating different perspectives helps students develop essential thinking and reasoning skills.

The Research Report promotes the application and development of the skills taught in Global Perspectives and helps prepare students to cope with the demands of university study. It is a single piece of extended writing (between 4,500 and 5,000 words) in the form of a report based on an investigation or field study.

Global Perspectives and Research (GPR) has been accredited by Ofqual and has been assigned 320 Guided Learning Hours, 200 of which are for Global Perspectives and 120 for the independent Research Report.

Although Cambridge Pre-U Principal Subjects are primarily taken in the UK, Global Perspectives and Research (GPR) was introduced to specifically selected non-UK schools in 2009. The non-UK schools currently offering pre-U GPR are situated in nine countries around the globe.

DATE OF FIRST TEACHING:

2008

DATE OF FIRST AWARD:

2010

ASSESSMENT METHOD:

Global Perspectives is assessed through three compulsory components: written paper, essay and a presentation all of which are taken at the end of the first year of study. The Research Report is assessed at the end of the second year

of study. Each part, Global Perspectives and the Research report, contributes 50% towards the final mark.

GRADING SYSTEM:

Grading Band	Cambridge Pre-U GPR Grade	UCAS Tariff points
Distinction	D1	To be confirmed
	D2	140
	D3	126
Merit	M1	112
	M2	98
	M3	84
Pass	P1	70
	P2	56
	P3	42

The first-year course, Cambridge Pre-U Global Perspectives, is also available at Cambridge International AS Level.

Cambridge Pre-U Global Perspectives and Research (GPR) can also count as two credits towards the award of a Cambridge AICE Diploma.

Cambridge Pre-U Diploma

BACKGROUND:

Students who have passed four components comprised of three Cambridge Pre-U Certificates (Principal Subjects) plus the core component, Global Perspectives and Research (GPR), can obtain a Cambridge Pre-U Diploma. Students will receive a certificate for individual Principal Subjects, GPR and Short Courses and an additional certificate for the Cambridge Pre-U Diploma if they have met the necessary requirements.

Up to two A Levels can be substituted for Cambridge Pre-U Certificates (Principal Subjects).

DATE OF FIRST TEACHING:

2008

DATE OF FIRST AWARD:

2010

NUMBER OF UNITS/STRUCTURE:

Students qualify for the Cambridge Pre-U Diploma if they achieve at least a pass grade in the following four elements:

- three Cambridge Pre-U Principal Subject Certificates
- Cambridge Pre-U Global Perspectives and Research Report (GPR).

Cambridge Pre-U Global Perspectives and Research (GPR) is also available as a stand-alone qualification.

ASSESSMENT METHOD AND GRADING SYSTEM:

The Cambridge International Level 3 Pre-U Certificates in the Principal Subjects are qualifications in their own right. Each individual Principal Subject is graded separately on a scale of nine grades: D1 (Distinction 1), D2, D3, M1 (Merit 1), M2, M3, P1 (Pass 1), P2, P3.

These grades are reported on a separate certificate to the Cambridge Pre-U Diploma itself.

The Cambridge Pre-U Diploma is scored separately, by aggregation of results in three Principal Subjects and the core component (GPR) (the two components of the core each having half the weight of a Principal Subject).

Each element or component of the Diploma is awarded a score, as shown in the table below: Principal Subjects

are given a maximum of 24 marks, Global Perspectives and the Research Report (GPR) a maximum of 12 each, or 24 in total. The scores for all four elements are then aggregated to create a single score out of 96 for the Cambridge Pre-U Diploma as a whole.

Contribution to each element to the diploma score:

Grade	Principal Subject	GPR
D1	24	24
D2	22	22
D3	20	20
M1	18	18
M2	16	16
M3	14	14
P1	12	12
P2	10	10
P3	8	8

Cambridge Advanced International Certificate of Education (AICE) Diploma

QUALIFICATION ABBREVIATION:

Cambridge AICE

BACKGROUND:

Cambridge AICE offers an international pre-university curriculum and examination system which emphasises the value of broad and balanced study for academically able students. It is a group award that requires the study of subjects drawn from three curriculum areas (mathematics and science; languages; and arts and humanities). There is a fourth curriculum area for Global Perspectives which includes Cambridge International AS Level Global Perspectives and Cambridge Pre-U Global Perspectives and Research (GPR). Either of these can count towards the Cambridge AICE Diploma, providing all other requirements for the diploma have been met.

Cambridge AICE draws upon the full portfolio of Cambridge's post-16 provision Cambridge International (AS and A level). The individual choice of subjects within these areas is intended to provide a flexible, comprehensive and integrated curriculum programme.

ASSESSMENT METHOD:

A candidate needs to take and pass subjects equivalent to a minimum of six credits to obtain the Cambridge AICE Diploma. The credit rating of counting qualifications is Cambridge International A level (and Cambridge Pre-U GPR) = 2 credits and Cambridge International AS Level = 1 credit.

Three levels of the Cambridge AICE Diploma are awarded: Distinction, Merit and Pass.

Where a student takes more than the minimum number of subjects for the Cambridge AICE Diploma, the best results which satisfy the subject group requirements will count towards the award.

Cambridge International GCE Advanced Subsidiary and Advanced level (AS and A level)

QUALIFICATION ABBREVIATION:

Cambridge International AS and A level

BACKGROUND:

Cambridge International AS and A level qualifications are part of the Cambridge Advanced stage. They are taken in over 130 countries and offer a wide choice of over 50 subjects, and are typically for 16 and 19 year olds preparing for study at university and higher education level. Cambridge International AS and A level qualifications are recognised by universities as equivalent in value to UK AS and A levels and may be accepted at grades A* – E in lieu of the UK GCE A and AS level on a subject for subject and grade for grade basis. The A* grade is not awarded at AS level.

Cambridge International A levels are linear in structure; however, students can choose from a range of assessment options: they can take all papers of the Cambridge International A level course in the same examination session, usually at the end of the second year of study or take a 'staged' assessment route – that is, take the Cambridge International AS level in Year 1 and complete the Cambridge International A level in Year 2.

Students can also take the Cambridge International AS level only. The syllabus content for Cambridge International AS level is half of the Cambridge International A level programme. Students who take Cambridge International AS level first and then want to retake it, must generally retake the whole of the Cambridge International AS level.

Cambridge International AS and A level examination sessions occur twice a year, in June and November, with results issued in August and January respectively. Cambridge International AS and A Level final certificates are entitled 'General Certificate of Education' and include a list of the subjects and grades achieved by the Cambridge student.

Cambridge International Examinations has launched a new Cambridge International AS and A level in Global Perspectives & Research (GPR) (Syllabus code 9239), a skills-based qualification to complement the existing suite of A levels. Previously available as Global Perspectives at AS level only, students can now study Global Perspectives & Research (GPR) as a full A level, with the second year focusing on the Cambridge Research Report. The first examination for the AS level will be in June 2015 with the first A level examination scheduled for June 2016. GPR teaches students the ability to undertake independent and self-directed learning and to think laterally, critically and creatively through the tackling of global issues (Global Perspectives), as well as encouraging focused personal exploration and increased depth of study (Research Report). Further details can be found on the CIE website at Cambridge-international-as-and-a-level-global-perspectives-and-research-9239/

Cambridge International General Certificate of Secondary Education (Cambridge IGCSE)/Cambridge International Certificate of Education (Cambridge ICE)/Cambridge GCE Ordinary level (Cambridge O level)

QUALIFICATION ABBREVIATION:

Cambridge IGCSE/Cambridge ICE/Cambridge O level

BACKGROUND:

Cambridge IGCSE® is part of the Cambridge Secondary 2 stage and is taken in over 4,000 schools in over 140 countries worldwide, including more than 1,500 schools in the UK. It is a linear qualification which provides an international curriculum for 14-16 year olds, and is equivalent in standard to the UK GCSE and the Cambridge O Level. It also provides a strong foundation for higher-level courses such as Cambridge International AS and A levels and Cambridge Pre-U. Cambridge IGCSE is assessed on an eight-point scale of grades: A* – G, with A* being highest; it may be considered acceptable at grades A*, A, B or C in lieu of the UK GCSE on a subject for subject basis.

21 Cambridge IGCSE syllabuses have been approved by Ofqual and are eligible for funding for teaching in state schools in England and Northern Ireland. A full list of Ofqual-approved syllabuses is available on the Cambridge website. When a Cambridge IGCSE is approved by Ofqual, it appears on the Register of Regulated Qualifications as a Cambridge International Level 1/Level 2 Certificate. This is the official title for all Cambridge IGCSEs approved by Ofqual. With a few exceptions, the content of the Cambridge International Level 1/Level 2 Certificate is identical to the Cambridge IGCSE. Cambridge International Level 1/Level 2 Certificates are assessed in the same way as Cambridge IGCSEs, using an eight-point scale of grades: A*-G, with A* being highest.

Cambridge IGCSE English as a First Language and Cambridge IGCSE English as a Second Language qualifications may satisfy the English language proficiency requirements of many universities in the UK and other anglophone countries.

If a student passes seven Cambridge IGCSE or Cambridge International Level 1/Level 2 Certificate examinations from five different IGCSE subject groups, including two different languages, they will qualify for the Cambridge International Certificate of Education (ICE). Cambridge ICE is awarded at Distinction, Merit and Pass.

Cambridge O Level is an internationally recognised qualification equivalent to the UK GCSE and may be considered acceptable at grades A*, A, B or C in lieu of the UK GCSE on a subject for subject basis. Passing grades at Cambridge O level are A* – E, with A* being highest. Cambridge O levels are also part of the Cambridge Secondary 2 stage and are typically for 14-16 year olds. They continue to be taken in approximately 70 countries around the world.

Full information is available from Cambridge International Examinations: www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/

Cambridge International Diploma in Business

BACKGROUND:

The Cambridge International Diploma in Business (formerly Cambridge Skills and Career Award) assesses the practical application of career-based knowledge across a range of business-focused areas. The Cambridge International Diploma in Business at Advanced Level is equivalent to A level, and the Cambridge International Diploma in Business at Standard Level is equivalent to GCSE. The Cambridge International Diploma in Business (Advanced Level) satisfies university matriculation requirements in lieu of A level.

The Diploma is modular in structure, and to achieve a full Diploma at a given level, candidates need to pass both the compulsory core modules and the requisite number of optional modules.

The assessment methods include written examinations and assignments, all externally assessed by Cambridge.

Successful Diploma candidates are awarded Pass, Merit or Distinction, where at Advanced Level, Distinction may be taken as performance equivalent to the award of A level grade B, Merit to grade C and Pass to grade D. Three types of certification can be awarded – Full Diploma, Core Module and Optional Module. Institutions are advised to accept only those applicants presenting a Full Diploma.

The Cambridge International Diploma in Business is in the process of being withdrawn. Entries from new candidates for the Cambridge International Diploma in Business are no longer being accepted. Entries will only be accepted up to and including the October 2015 examination session.

CISI Level 3 Diploma in Finance, Risk & Investment

QCF LEVEL:

Level 3

BACKGROUND:

The Chartered Institute for Securities & Investment (CISI) is the largest professional body for those who work in the securities and investment industry in the UK. The Institute offers a range of qualifications to suit those aspiring to work in the industry, right through to the most experienced professionals.

The Institute is a registered charity and one of its key initiatives is to promote financial services as a career to young people. The CISI Level 3 Diploma in Finance, Risk & Investment has been specifically designed to be taught in schools and colleges, to develop students' financial awareness and boost their CVs with an industry recognised award.

The Diploma in Finance, Risk & Investment is divided into four units:

Money, Economies and Uncertainty

This unit explores the characteristics and functions of money, requiring candidates to demonstrate a practical grasp of macro-economics and apply detailed knowledge of the various policy prescriptions available to governments both in the UK and around the world.

Candidates will need to demonstrate that they can manipulate and interpret economic and financial data and evaluate risk and uncertainty in decision making.

Investment, Decision Making, Accounting and Governance
This unit requires candidates to demonstrate a thorough understanding of the structure of a company and the implications of limited liability for risk appetite as well as the difference between assets, profit and cash flow. They will be required to demonstrate that they can use this knowledge to assess and compare different sets of accounts and to appraise investment proposals using payback and discounted cash flow techniques.

Introduction to Securities & Investment

This unit provides an overview of all areas of investment and the role of financial services in the UK. Typically, the syllabus is taught over one academic year. This unit is assessed through a one-hour exam of 50 multiple-choice questions.

Extended Project

The unit requires students to produce a 3,000-4,000 word report plus a 500 word evaluation. The report will be based on topic titles provided by the CISI. It provides students with the opportunity to demonstrate a range of competencies in collecting, analysing, managing and evaluating information.

DATE OF FIRST TEACHING:

2013

DATE OF FIRST AWARD:

2015

PREREQUISITES:

None

NUMBER OF UNITS/STRUCTURE:

This is a four-unit qualification developed specifically for schools and further education institutes. Candidates must achieve a pass grade in each of the four units in order to be awarded the qualification. The minimum number of QCF credits required to achieve the overall qualification is 38.

ASSESSMENT METHOD:

Coursework, multiple choice examination and two narrative examinations.

GRADING SYSTEM:

A/B/C/D/E

This qualification carries UCAS Tariff points for entry to higher education from 2015 as follows:

Grade	UCAS Tariff points
A	120
B	100
C	80
D	60
E	40

For more information about the UCAS Tariff, please see Appendix B.

QUALITY ASSURANCE:

Supported by the Financial Skills Partnership (formerly the Financial Services Skills Council), Aston Business School, Canterbury Christ Church University, Henley Business School and the University of Kent. Accredited by Ofqual.

PROGRESSION/ARTICULATION:

The Diploma develops essential analytical and reporting skills which will prepare students for study at university

level. The opportunity to earn UCAS points and achieve a professional qualification will enhance applications to study at a higher level.

In addition, CISI qualifications are recognised within the industry and achieving the Diploma will give students a distinct competitive advantage when looking for a job in financial services.

City & Guilds

City & Guilds offers qualifications at nine levels, as follows:

8	Fellowship (FCGI)
7	Membership (MCGI)/Postgraduate Diploma (Engineering)/Level 5 NVQ/SVQ
6	Graduateship (GCGI)/Associateship (ACGI)/Graduate Diploma (Engineering)
5	Affiliateship (AFCGI)/Level 5 Vocational/IVQ Advanced Technician Diploma/Full Technological Diploma (FTD)
4	Licentiate (LCGI)/Level 4 Vocational/Higher Certificate/Higher Level Study Skills
3	Level 3 NVQ/SVQ/Vocational/IVQ Technician Diploma/IVQ Advanced Diploma
2	Level 2 NVQ/SVQ/Vocational/IVQ Technician Certificate/IVQ Diploma
1	Level 1 NVQ/SVQ/Vocational/IVQ Certificate
Entry	Entry Level Vocational Skills Proficiency/Skills Foundation

City & Guilds has a portfolio of over 500 qualifications covering 28 industry areas. City & Guilds qualifications are available at nine different levels, offering progression into employment, higher and professional education. Several qualifications in the City & Guilds portfolio have been developed for use in the UK but are also delivered internationally, while other qualifications have been designed for a global audience. Qualifications listed in the table above are examples of the most commonly used City & Guilds qualifications.

City & Guilds Level 5 IVQ Advanced Technician Diploma

QUALIFICATION ABBREVIATION:
IVQ ATD

NQF/QCF LEVEL:
Level 5

BACKGROUND:
Candidates at this level are able to apply skills and a significant range of fundamental principles across a wide and often unpredictable variety of contexts. They can take significant responsibility for the work of others and the allocation of substantial resources. They can act with substantial autonomy and personal accountabilities typically include analysis and diagnosis, design, planning, execution and evaluation. They have competence in managing and training others. Qualifications at this level are appropriate for people working as higher grade technicians, professionals or managers.

Available in a range of engineering and related subjects.

ASSESSMENT METHOD:

Written examinations: set and marked by City & Guilds
Written/ practical assignments: set by City & Guilds, marked by the centre, externally verified by City & Guilds

GRADING SYSTEM:

Written examinations: Distinction, Merit, Pass
Practical assignments: Pass

QUALITY ASSURANCE:

Internal and external verification

PROGRESSION/ARTICULATION:

Degrees/employment

City & Guilds Level 4 Diploma

NQF/QCF LEVEL:

Level 4

BACKGROUND:

Candidates at this level develop a rigorous approach to the acquisition of a broad knowledge base. They can employ a range of specialised skills and are able to evaluate information using it to plan and develop investigative strategies. They have the skills and knowledge to determine solutions to unpredictable problems.

Available in a range of subjects.

ASSESSMENT METHOD:

Written examinations: set and marked by City & Guilds
Practical assignments: set by City & Guilds, marked by the centre, externally verified by City & Guilds

GRADING SYSTEM:

Written examinations: Distinction, Merit, Pass
Practical assignments: Pass

QUALITY ASSURANCE:

Internal and external verification.

PROGRESSION/ARTICULATION:

Degree/employment.

City & Guilds Level 3 IVQ Advanced Diploma

QUALIFICATION ABBREVIATION:
IVQ AD

NQF/QCF LEVEL:
Level 3

BACKGROUND:

Candidates at this level have competence in a broad range of varied work activities performed in a wide variety of contexts, most of which are complex and non-routine. They can take considerable responsibility and autonomy and are able to undertake supervisory roles. This level represents an advance or specialisation within a given occupation beyond the usual accepted minimum standard and can attract further formal industrial recognition.

Available in a range of subjects.

ASSESSMENT METHOD:

Written examinations: set and marked by City & Guilds
Practical assignments: set by City & Guilds, marked by the centre, externally verified by City & Guilds

GRADING SYSTEM:

Written examinations: Distinction, Merit, Pass
Practical assignments: Pass

QUALITY ASSURANCE:

Internal and external verification

PROGRESSION/ARTICULATION:

Degrees/employment

City & Guilds Level 3 IVQ Technician Diploma

QUALIFICATION ABBREVIATION:

IVQ TD

NQF/QCF LEVEL:

Level 3

BACKGROUND:

Candidates at this level have competence in a broad range of varied work activities performed in a wide variety of contexts, most of which are complex and non-routine. They can take considerable responsibility and autonomy and are able to undertake supervisory roles. This level represents an advance or specialisation within a given occupation beyond the usual accepted minimum standard and can attract further formal industrial recognition.

Available in a range of subjects.

ASSESSMENT METHOD:

Written examinations: set and marked by City & Guilds
Practical assignments: set by City & Guilds, marked by the centre, externally verified by City & Guilds

GRADING SYSTEM:

Written examinations: Distinction, Merit, Pass
Practical assignments: Pass

QUALITY ASSURANCE:

Internal and external verification

PROGRESSION/ARTICULATION:

Degrees/employment/ATD

City & Guilds Level 2 IVQ Diploma

QUALIFICATION ABBREVIATION:

IVQ D

NQF/QCF LEVEL:

Level 2

BACKGROUND:

Candidates at this level have competence in a significant range of varied work activities, performed in a variety of contexts, some of which are complex or non-routine. They can take a degree of individual responsibility and autonomy. They are able to collaborate with others, for example as part of a work group or team.

Available in a range of subjects.

ASSESSMENT METHOD:

Written examinations: set and marked by City & Guilds
Practical assignments: set by City & Guilds, marked by the centre, externally verified by City & Guilds

GRADING SYSTEM:

Written examinations: Distinction, Merit, Pass
Practical assignments: Pass

QUALITY ASSURANCE:

Internal and external verification

PROGRESSION/ARTICULATION:

Level 3 qualifications/employment

City & Guilds Level 2 IVQ Technician Certificate

QUALIFICATION ABBREVIATION:

IVQ TC

NQF/QCF LEVEL:

Level 2

BACKGROUND:

Candidates at this level have competence in a significant range of varied work activities, performed in a variety of contexts, some of which are complex or non-routine. They can take a degree of individual responsibility and autonomy. They are able to collaborate with others, for example, as part of a work group or team.

Available in a range of subjects.

ASSESSMENT METHOD:

Written examinations: set and marked by City & Guilds
Practical assignments: set by City & Guilds, marked by the centre, externally verified by City & Guilds

GRADING SYSTEM:

Written examinations: Distinction, Merit, Pass
Practical assignments: Pass

QUALITY ASSURANCE:

Internal and external verification

PROGRESSION/ARTICULATION:

Level 3 qualifications/employment

City & Guilds Level 1 IVQ Certificate

QUALIFICATION ABBREVIATION:

IVQ C

NQF/QCF LEVEL:

Level 1

BACKGROUND:

Candidates at this level are able to perform a range of varied work activities, most of which may be routine and predictable. They can understand and communicate basic information about the target subjects in spoken, written and computer form and by means of diagrams, charts and statistics. This level provides the broad foundation for progression.

Available in a range of subjects.

ASSESSMENT METHOD:

Written examinations: set and marked by City & Guilds
Practical assignments: set by City & Guilds, marked by the centre, externally verified by City & Guilds

GRADING SYSTEM:

Written examinations: Distinction, Merit, Pass
Practical assignments: Pass

QUALITY ASSURANCE:

Internal and external verification

PROGRESSION/ARTICULATION:

Level 2 qualifications/employment

City & Guilds Full Technological Diploma

QUALIFICATION ABBREVIATION:
FTD

NQF/QCF LEVEL:
Level 5

BACKGROUND:

Candidates at this level are able to apply skills and a significant range of fundamental principles across a wide and often unpredictable variety of contexts. They can take significant responsibility for the work of others and allocation of substantial resources. They can act with substantial autonomy and personal accountabilities typically include analysis and diagnosis, design, planning, execution and evaluation. They have competence in managing and training others. Qualifications at this level are appropriate for people working as higher grade technicians, professionals or managers.

The Full Technological Diploma is available for the following qualifications:

- IVQs in Engineering (2565)
- IVQs in Telecommunication Systems (2730)
- IVQs in Motor Vehicle Engineering (3905)
- Technician IVQs in the Construction Industry (6165)
- IVQs in Applied Information Technology (7235)
- IVQs in Electrical and Electronic Engineering (8030-2000).

PREREQUISITES:

In order to obtain an FTD, the candidate must hold both an IVQ Technician Diploma and an IVQ Advanced Technician Diploma in the relevant subject, have a job role of a supervisory nature and provide a portfolio of evidence which documents at least two years' appropriate work experience.

Holders of the FTC who wish to obtain an FTD must sit and be successful in the relevant IVQ Technician Diploma and IVQ Advanced Technician Diploma assessments and also satisfy the practical portfolio element.

PROGRESSION/ARTICULATION:
Level 6 qualification/degree/employment

Higher Level Qualifications

City & Guilds Higher Professional Diploma

QUALIFICATION ABBREVIATION:
HPD

NQF/QCF LEVEL:
Level 4

BACKGROUND:

Equivalent to first year of a degree and available through part-time or full-time delivery.

Qualifications provide the opportunity for candidates to select both higher level technical units and those focusing on management.

The target audience is candidates in work or with access to work placement who:

- require the vocational knowledge and skills within the qualifications to enable them to work effectively at a managerial level in their sector
- require a qualification which validates, confirms and consolidates their professional expertise
- are seeking a progression route which will facilitate entry to a related degree programme.

PREREQUISITES:
Level 3 qualification.

ASSESSMENT METHOD:
Centre-devised assignments which are externally moderated by City & Guilds.

GRADING SYSTEM:
Distinction, Merit, Pass

QUALITY ASSURANCE:
External moderation

PROGRESSION/ARTICULATION:
Foundation degree/degree/employment

Professional Recognition Awards (PRAs)

QUALIFICATION ABBREVIATION:
PRA

NQF/QCF LEVEL:
Licentiate (LCGI): Level 4
Affiliate (AFCGI): Level 5
Graduate (GCGI): Level 6
Membership (MCGI): Level 7

BACKGROUND:

The Professional Recognition Awards (PRAs) are competence-based awards which recognise the practical application of professional skills, knowledge and understanding in employment. They offer an employment-based route to higher level qualifications.

To achieve an award, candidates must provide evidence that they have met the six standards which are based around the following topics:

- Commitment to professional standards
- Communication and information management
- Leadership
- Professional development
- Working with others
- Managing customer relationships.

Award/Certificate/Extended Certificate/Diploma in Digital Applications for IT Users

QUALIFICATION ABBREVIATION:
DIDA
CIDA
ECIDA/CIDA+
AIDA

NQF LEVEL:
Level 2

BACKGROUND:

- Successor to GNVQ ICT (Foundation and Intermediate)
- Mapped against the e-Skills National Occupational Standards for IT Users and the National Curriculum Programme of Study in ICT
- Practical approach used to develop a body of skills and knowledge
- Promotes creative use of digital applications
- Work submitted for moderation in an e-portfolio.

Pearson Edexcel Qualifications in Digital Applications for IT Users are part of the levels 1 and 2 provision of the NQF.

They are designed to:

- develop students' ability to select and use digital applications appropriately and produce high quality outcomes
- enable students to demonstrate their knowledge and skills through purposeful application.

Their broad objectives are to:

- give students the technical knowledge, skills and understanding they need to use digital applications competently
- equip students with some of the skills they will need in the workplace or in further education or training
- promote learning through work-related contexts
- use e-portfolios as tools for learning and assessment
- develop an awareness of ethical, social, economic and political consequences of the use of and access to digital applications for individuals, organisations and society.

DATE OF FIRST TEACHING:

September 2005, following pilot 2004

DATE OF FIRST AWARD:

2006 (one-year programmes)

NUMBER OF UNITS/STRUCTURE:

Award in Digital Applications is equivalent to one GCSE. The Award consists of one compulsory unit (Using ICT).

Certificate in Digital Applications is equivalent to two GCSEs. The Certificate consists of one compulsory unit (Using ICT) and a further unit chosen from a list of four.

Extended Certificate in Digital Applications is equivalent to three GCSEs. The Extended Certificate consists of one compulsory unit (Using ICT) and two optional units chosen from a list of four.

Diploma in Digital Applications is equivalent to four GCSEs. The Diploma consists of one compulsory unit (Using ICT) and three optional units chosen from a list of four.

GRADING SYSTEM:

Distinction, Merit and Pass

Diploma in Foundation Studies (Art and Design) (NQF)

Note: These qualifications are being replaced by versions in the QCF. For more information on the new Diploma in Foundation Studies qualifications, please see below.

Individual awarding bodies' titles are as follows –

ABC Awards: Diploma in Foundation Studies in Art, Design and Media.

Pearson: BTEC Foundation Diploma in Art and Design.

WJEC: Diploma in Foundation Studies (Art, Design and Media).

QUALIFICATION ABBREVIATION:

FAD (not used by WJEC)

NQF LEVEL:

Level 3

BACKGROUND:

The FAD programme was created in the 1960s to prepare students for degree-level study in art and design. It has traditionally been viewed as a post-school qualification that is normally taken in sixth form colleges, FE colleges and HEPs. The qualification was redesigned in 2000, and from September 2000 has been accredited by QCDA and offered as a progression qualification for HE and/or employment. It has consistently been a most successful route for entry to degree-level studies in studio-based art and design.

Three awarding bodies offer the Level 3 FAD: ABC Awards (ABC), Pearson and the Welsh Joint Education Committee (WJEC).

A high proportion of FADs are located in FE colleges, although it is also available in some HEPs and a small number of schools and sixth form colleges.

The programme is normally offered as a one-year full-time programme, or as a two-year part-time programme.

It is designed to:

- enhance students' capacity to learn and develop those faculties and skills which lead to self-reliant learning
- develop students' critical awareness of the contemporary visual world and related contexts and the relationship of contemporary practice to historical, cultural, environmental and social influences
- develop students' intellectual curiosity through critical understanding and advanced learning using appropriate methods such as a reflective journal and interaction between self and others
- develop students' ability in methods of creative production by maintaining an open mind towards the exploration of new ideas through risk taking
- connect to the workplace and employers through the encouragement of participation in 'live projects' wherever relevant to the specification
- provide a context in which students are able to identify and interpret their strengths and direction through a continuous diagnostic and progressive exploration of skills and concepts central to art, design, craft and communication practice
- develop students' understanding and awareness of the opportunities and demands of study in art, design, craft and communication in order to translate potential and ability into realisable goals within higher education, chosen employment or industry liaison opportunity.

DATE OF FIRST TEACHING:

2000

DATE OF FIRST AWARD:

2001

DATE OF LAST AWARD (FOR NQF VERSIONS):

2013

PREREQUISITES:

Although not mandatory, the majority of students have at least two A levels. This requirement does not apply to mature students who are assessed according to individual circumstances.

NUMBER OF UNITS/STRUCTURE:

ABC: 8 units including at least one at Level 4
 Pearson: 9 units including two at Level 4
 WJEC: 3 units including one at Level 4

ASSESSMENT METHOD:

All FAD programmes are externally assessed. ABC and Pearson operate an external assessment model hosted through the confirmatory stage, WJEC operates through the FMP (Final Major Project). Throughout the programme, a student's progress is benchmarked through internal assessment.

EXAMINATION TIMING:

Summer term.

DATE OF RESULT PUBLICATION:

Certificates can be released from mid-July.

GRADING SYSTEM:

Distinction, Merit and Pass

Final stage only is graded in the ABC and Pearson specifications. WJEC weights each unit at 25%, with clear assessment strands and descriptors for each unit culminating in a final assessment, weighted 50%.

FAD has been allocated UCAS Tariff points as follows:

Grade	UCAS Tariff points
Distinction	285
Merit	225
Pass	165

For more information about the UCAS Tariff, please see Appendix B.

QUALITY ASSURANCE:*ABC Awards*

All Centres offering the qualification will receive an external moderation visit, on a date of their choice, by an expert external moderator. Centre staff will also be able to attend free annual standardisation events and conferences. An annual Chief Examiner's report will confirm national benchmarks and present other data and analysis.

Pearson

Pearson external examiners review the statements of intent eight weeks prior to the examination visit and provide the centre with a feedback report. Examination visits to review the final major projects take place by negotiation with the centres.

WJEC

WJEC external assessment takes place in June each year. Moderator-examiner reports are returned to centres and the issues are carried forward to annual Boards of Study attended by all centres.

PROGRESSION/ARTICULATION:

Progression is largely into higher education and employment.

VARIANTS:

ABC can offer a Certificate of Unit Credit to students who complete units 1 to 7.

Pearson can offer a Certificate of Unit Credit for any of the completed units 1 to 7.

Diploma in Foundation Studies (Art and Design) (QCF)

Note: individual awarding organisations' titles are as follows –

ABC Awards:	Level 3 Foundation Diploma in Art, Design and Media (QCF) Level 4 Foundation Diploma in Art, Design and Media (QCF)
Pearson:	BTEC Level 3 Foundation Diploma in Art and Design (QCF) BTEC Level 4 Foundation Diploma in Art and Design (QCF)
UAL:	Level 3 Foundation Diploma in Art and Design (QCF) Level 4 Foundation Diploma in Art and Design (QCF)
WJEC:	Level 3 Diploma in Foundation Studies Art and Design (QCF) Level 4 Diploma in Foundation Studies Art and Design (QCF)

QUALIFICATION ABBREVIATION:

FAD (not used by WJEC)

QCF LEVEL:

Level 3 and Level 4

BACKGROUND:

This diploma is designed as a successor to the NQF qualification of the same name. Its main aim is to help learners make informed decisions to facilitate progression to higher education in the areas of art, design and media, or into related employment. The diploma builds on learners' prior experience. It links skills already acquired with ideas and challenges, extending learners' critical independence and providing them with a full understanding of the career opportunities in art, design and the media.

DATE OF FIRST TEACHING:

2010

DATE OF FIRST AWARD:

2011

NUMBER OF UNITS/STRUCTURE:

Learners must achieve a minimum of 120 credits. The number of units in the qualification varies between awarding organisations, as indicated below. Learners take mandatory units from group A, and optional units from groups B1 and group B2. Group B2 consists of units at level 4. Units from one awarding organisation can be used to provide exemption for another awarding organisation's qualification.

ABC Awards:	Level 3 FAD: 120 credits required, including a maximum of 12 credits at Level 4 from optional units Level 4 FAD: 120 credits required, including 44 at Level 3
Pearson:	Level 3 FAD: 120 credits required, including a maximum of 10 at Level 4 Level 4 FAD: 120 credits required, including 50 at Level 3
UAL:	Level 3 FAD: 120 credits required, including 40 at Level 4 Level 4 FAD: 120 credits required, including 40 at Level 3

WJEC: Level 3 Diploma in Foundation Studies Art and Design: 120 credits required including 50 at Level 4
Level 4 Diploma in Foundation Studies Art and Design: 120 credits required including 40 at Level 3

ASSESSMENT METHOD:
Portfolio of evidence.

GRADING SYSTEM:
Pass/Merit/Distinction

PROGRESSION/ARTICULATION:
Degree-level study, or employment in the relevant sector.

EDI (Education Development International)

Education Development International (EDI) has an extensive range of tests and qualifications that are accredited by the UK regulatory bodies. EDI's vision is to offer progressive assessments and qualifications throughout a learner's academic life and on into their professional career.

EDI was formed by the merger of Goal and LCCIEB (London Chamber of Commerce and Industry Examinations Board) in December 2002. EDI also offers a range of LCCI International Qualifications, specialising in Finance, English Language and Business Skills (see Appendix I for English language proficiency tests).

For information about LCCI qualifications please see pages 129 to 133.

EDI Level 3 Award in Awareness of Dementia

QCF LEVEL:
Level 3

BACKGROUND:
The qualification is aimed at those who are already working in care roles with individuals with dementia and provides an opportunity to have their knowledge and skills recognised through the achievement of a nationally accredited qualification. It assesses learners' competence, ie their ability to competently perform a range of tasks in areas of practice such as person-centred working, communication and interaction, equality and diversity, individuals' rights and choices.

DATE OF FIRST TEACHING:
1 September 2010

PREREQUISITES:
None

NUMBER OF UNITS/STRUCTURE:
To achieve the full Level 3 Certificate in Dementia Care, learners must achieve a minimum of 21 credits. The learner must achieve all 15 credits from the mandatory units and a further six credits must be achieved from the optional units.

ASSESSMENT METHOD:
Portfolio of evidence and/or multiple choice tests.

GRADING SYSTEM:
Pass/Fail

PROGRESSION/ARTICULATION:
The qualification will allow learners to progress onto the EDI Level 3 Diploma in Health and Social Care or EDI Level 3 Certificate in Dementia Care.

EDI Level 3 Award in Awareness of End of Life Care

QCF LEVEL:
Level 3

BACKGROUND:
This qualification provides an opportunity to develop understanding of different perspectives of death and dying, aims and principles of end of life care, communication factors in end of life care, and how to access a range of support services in end of life care.

It is aimed at all learners in health and social care with an interest in end of life care and the impact on individuals.

DATE OF FIRST TEACHING:
25 April 2012

PREREQUISITES:
None

NUMBER OF UNITS/STRUCTURE:
To achieve the full Level 3 Award in Awareness of End of Life Care, learners must achieve a minimum of 21 credits. The learner must achieve all 15 credits from the mandatory units and a further six credits must be achieved from the optional units.

ASSESSMENT METHOD:
Portfolio of evidence

GRADING SYSTEM:
Pass/Fail

PROGRESSION/ARTICULATION:
The qualification offers the opportunity to develop knowledge around supporting individuals in end of life care and could add further knowledge to the contextualised learning gained through the Health and Social Care Diploma.

There is opportunity to progress to Level 3 Certificate in Working in End of Life Care, Level 5 Certificate in Leading and Managing Services to Support End of Life and Significant Life Events and/or the Level 3 Diploma in Health and Social Care.

EDI Level 3 Certificate in Contact Centre Operations

QCF LEVEL:
Level 3

BACKGROUND:
This Level 3 Certificate in Contact Centre Operations is a flexible qualification aimed at individuals working within contact centre environments.

It has been designed to cater for a diverse range of job roles and to reflect the depth of knowledge to work within the sector including: problem solving; improving customer satisfaction; team leading; improving customer loyalty; gathering and analysing customer feedback; navigating software; processing complaints; maintaining reliable customer service and communication technology.

DATE OF FIRST TEACHING:

2011

PREREQUISITES:

There are no formal entry requirements for this qualification.

NUMBER OF UNITS/STRUCTURE:

The minimum credit value for the Level 3 Certificate in Contact Centre Operations is 16, of which at least 10 credits must be at Level 3. To do this the learner must achieve:

- three mandatory units from Group A (nine credits)
- a minimum of seven credits from Group B.

ASSESSMENT METHOD:

Internally assessed and internally verified unit workbooks, externally moderated by EDI.

GRADING SYSTEM:

Pass/Fail

PROGRESSION/ARTICULATION:

Learners who achieve the EDI Level 3 Certificate in Contact Centre Operations can progress to higher level vocational qualifications including the Level 4 NVQ Diploma in Contact Centre Operations (part of the Higher Apprenticeship framework) and/or higher management and leadership qualifications. In addition, learners may use achievement of the qualification to gain or advance employment in the sector.

EDI Level 3 Certificate in Customer Service

QCF LEVEL:

Level 3

BACKGROUND:

This qualification is intended to give learners a broader understanding of the principles and background to providing customer service and how they can be applied to typical situations. It is suitable for:

- those wishing to gain knowledge and understanding of the concept of customer service at a more advanced level
- use as a development tool, building on previously gained knowledge and experience in providing customer service
- progression towards an NVQ, such as the EDI Level 3 NVQ Diploma in Customer Service
- those wishing to gain the knowledge and understanding necessary for taking some degree of responsibility for supervising or leading staff at lower levels
- learners wishing to gain an Advanced Apprenticeship in Customer Service.

This qualification is relevant to all occupational areas.

DATE OF FIRST TEACHING:

2010

PREREQUISITES:

There are no formal entry requirements for this qualification.

NUMBER OF UNITS/STRUCTURE:

Two units:

Unit 1 – Principles of Customer Service Delivery
Unit 2 – Developing and Improving the Customer Service Process

ASSESSMENT METHOD:

Unit 1 will be assessed through a multiple choice text. Unit 2 is assessed through internally assessed workbook.

EXAMINATION TIMING:

Paper-based on demand or online

DATE OF RESULT PUBLICATION:

Four weeks for paper-based tests
Online: 24 hours

GRADING SYSTEM:

Pass/Fail

PROGRESSION/ARTICULATION:

To progress a career or improve the understanding to support that career; progress towards the NVQ Level 3 Diploma in Customer Service; enter customer service roles that carry a significant degree of responsibility; gain an Advanced Apprenticeship.

EDI Level 4 Certificate in Delivering Learning using a Virtual Learning Environment (VLE)

QCF LEVEL:

Level 4

BACKGROUND:

This qualification is designed for teachers, tutors, trainers and learning support staff for any curriculum area, who want to be able to use a VLE or other online learning platform to provide online learning resources and assessment for their learners.

DATE OF FIRST TEACHING:

2010

PREREQUISITES:

Learners need to be teachers, trainee teachers, or trainers, or in a learning support position. They need to have initial skills in word processing, data handling, using presentation software, e-mail and the internet.

NUMBER OF UNITS/STRUCTURE:

Learners complete three mandatory units.

ASSESSMENT METHOD:

Assessment is through internal assessment of the assignment for each mandatory unit. Internal assessment is internally moderated and then externally moderated by EDI.

EXAMINATION TIMING:

Not applicable.

DATE OF RESULT PUBLICATION:

Results are published approximately eight weeks after the end of course date.

GRADING SYSTEM:

The overall result is either Pass or Referred.

PROGRESSION/ARTICULATION:

More advanced use of a VLE in teaching and learning.

EDI Level 4 Diploma in Education Practice: ICT Advanced

QCF LEVEL:

Level 4

BACKGROUND:

This qualification is designed for those who want to gain a certificate for teaching Advanced/Level 3 ICT or need certification for their ability to teach Level 3 ICT.

DATE OF FIRST TEACHING:

2006

PREREQUISITES:

Learners need to hold the EDI Certificate in Education Practice: ICT Skills or have an equivalent qualification and experience to provide a reasonable basis for entry to an advanced course. They should also hold a teaching qualification or have carried out 40 hours of ICT training during the past year.

NUMBER OF UNITS/STRUCTURE:

Learners complete the six mandatory units, plus the Applied Principles of Education if they do not hold the Education Practice: ICT Skills qualification.

ASSESSMENT METHOD:

Assessment for Units 1–3 is as for the Certificate in Education Practice: ICT Advanced. (Learners who already hold this certificate are exempted from the assessments for these units).

Assessment for Units 4, 5 and 6 is through internal assessment of two ICT teaching resources and documentation for and delivery of an advanced ICT course. Learners would also complete the Applied Principles of ICT Education teaching project, if applicable. Internal assessment is internally moderated and then externally moderated by EDI.

Additionally, for Unit 4, learners devise teaching resources for Database and Spreadsheet in controlled conditions and these are externally assessed by EDI.

EXAMINATION TIMING:

Controlled assessments are carried out on a date determined by the centre and in advance of a final date specified by EDI.

DATE OF RESULT PUBLICATION:

Results are published approximately eight weeks after the end of course date.

GRADING SYSTEM:

The overall result is either Pass, Referred or Incomplete.

PROGRESSION/ARTICULATION:

To higher level generic teaching qualifications or a degree programme.

EDI Level 4 Certificate in Education Principles and Practice

QCF LEVEL:

Level 4

BACKGROUND:

This qualification is designed for those who want to gain an introductory teaching certificate or need confirmation of their ability to teach.

DATE OF FIRST TEACHING:

2010

PREREQUISITES:

Learners need to have five GCSEs or their equivalent, plus a Level 3 qualification, or a Level 2 qualification and skills and experience in their specialist area.

NUMBER OF UNITS/STRUCTURE:

Learners complete the two mandatory units, plus four hours of teaching practice.

ASSESSMENT METHOD:

Assessment is through an examination and observation, and assessment of three hours of the teaching practice.

EXAMINATION TIMING:

Examinations are available on demand.

DATE OF RESULT PUBLICATION:

Results are published approximately eight weeks after the examination date.

GRADING SYSTEM:

The overall result is either Pass or Referred.

PROGRESSION/ARTICULATION:

To higher level teaching qualifications.

EDI Level 3 Award in Food Safety Supervision for Logistics

QCF LEVEL:

Level 3

BACKGROUND:

This qualification covers those aspects of the supervision of food hygiene and safety which enable learners to identify problem areas and to recommend solutions. The aim is to provide a broad knowledge of food safety and food hygiene. Learners who achieve the qualification will have the appropriate knowledge and understanding to be able to take responsibility for food safety monitoring procedures, to identify hazards to food safety, take appropriate action in the light of these hazards and contribute to improvements in food safety practice.

DATE OF FIRST TEACHING:

2010

PREREQUISITES:

None

NUMBER OF UNITS/STRUCTURE:

Learners must achieve one mandatory unit of three credits.

ASSESSMENT METHOD:

Multiple choice tests

DATE OF RESULT PUBLICATION:

Six weeks for paper-based tests; 24 hours for online tests.

GRADING SYSTEM:

Pass/Fail

PROGRESSION/ARTICULATION:

Achievement of this qualification will contribute to learners' career progression in the logistics industry, for example by applying for positions at supervisory level.

EDI Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) (QCF)

QCF LEVEL:

Level 3

BACKGROUND:

The Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery) contributes to the underpinning knowledge and understanding requirements of the Level 3 NVQ Diploma in Professional Cookery. It provides the learner with a relevant foundation of knowledge as preparation for a rewarding career in the hospitality industry.

The knowledge and understanding of the identified National Occupational Standards have been used to direct the assessment of this qualification.

DATE OF FIRST TEACHING:
2009

PREREQUISITES:
There are no formal entry requirements for this qualification.

NUMBER OF UNITS/STRUCTURE:
Learners must achieve eight mandatory units.

ASSESSMENT METHOD:
Multiple choice test

EXAMINATION TIMING:
On demand

GRADING SYSTEM:
Pass/Fail

PROGRESSION/ARTICULATION:
This qualification is appropriate for those who wish to gain underpinning knowledge and understanding of professional cookery skills and techniques.

EDI Level 3 Award in Hospitality Supervision and Leadership Principles (QCF)

QCF LEVEL:
Level 3

BACKGROUND:
This qualification is designed to prepare learners for employment in supervision and leadership roles in the hospitality sector, as Advanced Apprenticeship framework. It will provide learners with the knowledge required for a supervision and leadership role within the hospitality industry, covering the make up of the hospitality industry, communication in the hospitality industry, leading a team, the supervision of customer service, stock control and the effective use of resources, as well as providing the knowledge component for the Hospitality Supervision and Leadership apprenticeship.

DATE OF FIRST TEACHING:
2011

PREREQUISITES:
There are no formal entry requirements for this qualification.

NUMBER OF UNITS/STRUCTURE:
Learners must achieve three mandatory units.

ASSESSMENT METHOD:
Multiple choice test

EXAMINATION TIMING:
On demand

GRADING SYSTEM:
Pass/Fail

PROGRESSION/ARTICULATION:
This qualification is appropriate for those who wish to gain underpinning knowledge and understanding of supervision and leadership within the hospitality sector.

EDI Level 3 Certificate in ICT Systems and Principles

QCF LEVEL:
Level 3

BACKGROUND:
The aim of the EDI Level 3 Certificate in ICT Systems and Principles is to meet the underpinning knowledge and understanding requirements in IT network, telecommunications and systems and data security. They have been designed for individuals who already possess knowledge and understanding of ICT systems and principles, and are suitable for those who are working or aspiring to work within the IT professional sector.

DATE OF FIRST TEACHING:
2011

PREREQUISITES:
There are no formal entry requirements for this qualification.

NUMBER OF UNITS/STRUCTURE:
To achieve the EDI Level 3 Certificate in ICT Systems and Principles, learners must achieve a minimum of 25 credits. A minimum of 19 credits must at Level 3.

ASSESSMENT METHOD:
Multiple choice tests

GRADING SYSTEM:
Pass/Fail

PROGRESSION/ARTICULATION:
Learners who achieve the EDI Level 3 Certificate in ICT Systems and Principles can progress to higher level vocational qualifications, including the Level 4 Diploma in ICT Professional Competence (PROCOM), part of the Higher Apprenticeship framework. In addition, learners may use achievement of the qualification to gain or advance employment in the sector.

EDI Level 3 Award in IT User Skills

QCF LEVEL:
Level 3

BACKGROUND:
This qualification is suitable for candidates who are using IT within their job. Units can be taken at a variety of levels which gives flexibility to enable the qualification to match job roles. The qualification will allow candidates to apply knowledge, understanding and skills to a level recognised by employers, thus proving competency in their job role.

This qualification is suitable for candidates using IT systems in a wide range of job roles.

DATE OF FIRST TEACHING:
2010

PREREQUISITES:
None

NUMBER OF UNITS/STRUCTURE:
There are no mandatory units. Learners will take desired optional units to meet the credit threshold.

ASSESSMENT METHOD:
Portfolio of evidence

GRADING SYSTEM:
Pass/Fail

PROGRESSION/ARTICULATION:

This qualification is appropriate for those who wish to gain underpinning knowledge and understanding through off-the-job learning.

EDI Level 3 Certificate in IT User Skills

QCF LEVEL:

Level 3

BACKGROUND:

This qualification is suitable for candidates who are using IT within their job. Units can be taken at a variety of levels which gives flexibility to enable the qualification to match job roles. The qualification will allow candidates to apply knowledge, understanding and skills to a level recognised by employers, thus proving competency in their job role.

This qualification is suitable for candidates using IT systems in a wide range of job roles.

DATE OF FIRST TEACHING:

2010

PREREQUISITES:

None

NUMBER OF UNITS/STRUCTURE:

One mandatory unit of Improving Productivity Using IT, plus optional units to meet the credit threshold.

ASSESSMENT METHOD:

Portfolio of evidence

GRADING SYSTEM:

Pass/Fail

PROGRESSION/ARTICULATION:

This qualification is appropriate for those who wish to gain underpinning knowledge and understanding through off-the-job learning.

EDI Level 3 Diploma in IT User Skills

QCF LEVEL:

Level 3

BACKGROUND:

This qualification is suitable for candidates who are using IT within their job. Units can be taken at a variety of levels which gives flexibility to enable the qualification to match job roles. The qualification will allow candidates to apply knowledge, understanding and skills to a level recognised by employers, thus proving competency in their job role.

This qualification is suitable for candidates using IT systems in a wide range of job roles.

DATE OF FIRST TEACHING:

2009

PREREQUISITES:

None

NUMBER OF UNITS/STRUCTURE:

One mandatory unit of Improving Productivity Using IT, plus optional units to meet the credit threshold.

ASSESSMENT METHOD:

Portfolio of evidence

GRADING SYSTEM:

Pass/Fail

PROGRESSION/ARTICULATION:

This qualification is appropriate for those who wish to gain underpinning knowledge and understanding through off-the-job learning.

EDI Level 3 Diploma in IT User Skills (ITQ Apprentice)

QCF LEVEL:

Level 3

BACKGROUND:

The level 3 Diploma in IT User Skills (ITQ Apprentice) has been designed to meet the skills and knowledge requirements of the Advanced Apprenticeship for IT Users.

This qualification is suitable for learners who are using IT within their job. Units can be taken at a variety of levels, which gives flexibility to enable the qualification to match job roles. The qualification will allow learners to apply knowledge, understanding and skills to a level recognised by employers, thus proving competence in their job role.

DATE OF FIRST TEACHING:

2011

PREREQUISITES:

There are no formal entry requirements for this qualification.

NUMBER OF UNITS/STRUCTURE:

To achieve the Level 3 Diploma in IT User Skills (ITQ Apprentice), the learner will need to complete units to gain a minimum of 39 credits.

The credit total will be made up of three mandatory units (17 credits) from mandatory group A:

- Improving Productivity Using IT
- Understanding the Potential of IT
- Developing Personal and Team Effectiveness Using IT.

And an additional minimum of 22 credits will also be achieved from optional Group B and must include at least five credits at Level 3 or above. Only one unit from each optional unit group (e.g. Audio Software Level 1, 2 or 3) can contribute to the credit total.

ASSESSMENT METHOD:

Portfolio of evidence.

GRADING SYSTEM:

Pass/Fail

PROGRESSION/ARTICULATION:

This qualification is appropriate for those who wish to gain underpinning knowledge and understanding of the principles of IT technology that underpins performance.

EDI Level 5 Diploma in Management and Leadership

QCF LEVEL:

Level 5

BACKGROUND:

The suite of EDI Level 5 qualifications in Management and Leadership are designed to contribute to the knowledge, understanding and performance requirements of management and leadership roles. Their purpose is to provide in-depth knowledge and understanding around key management and leadership principles and processes, all of which underpin effective performance.

Each qualification is suitable for those who operate autonomously within a management and leadership role, and/or for those who wish to extend their knowledge and understanding to support career progression.

Learners may choose to extend their learning through a complementary competency-based qualification such as the EDI Level 5 NVQ Diploma in Management.

DATE OF FIRST TEACHING:
2012

PREREQUISITES:

Whilst there are no formal entry requirements, the suite of EDI Level 5 qualifications in Management and Leadership are linked to the learner's understanding around the principles of management and leadership that underpin a range of tasks connected to their work. To successfully achieve these qualifications, learners are expected to be working at an appropriate level, and have the autonomy to apply their learning towards management and leadership responsibilities.

NUMBER OF UNITS/STRUCTURE:

To achieve the EDI Level 5 Diploma in Management and Leadership, learners must achieve a minimum of 40 credits. The learner must achieve 10 credits from the mandatory unit and a minimum of 30 credits from the optional units.

ASSESSMENT METHOD:

Internally assessed and internally verified assignments, externally verified by EDI.

GRADING SYSTEM:

Pass/Fail

PROGRESSION/ARTICULATION:

This qualification aims to improve management and leadership skills, sharpen awareness of best practice, enhance overall management performance and progress careers. It offers progression to the EDI Level 5 and Level 7 NVQ Diploma in Management.

EDI Level 3 Certificate in Management Principles

QCF LEVEL:
Level 3

BACKGROUND:

The EDI Level 3 Certificate in Management Principles aims to allow learners to:

- develop the essential, generic background knowledge and understanding for a range of middle management roles
- develop the background knowledge and understanding of the personal and interpersonal skills required for an effective middle manager
- support the learner in acquiring the knowledge and understanding for the level 3 NVQ Certificate/Diploma in Management.

DATE OF FIRST TEACHING:
2010

PREREQUISITES:

There are no formal entry requirements for this qualification. However, learners should have achieved a level of knowledge and understanding equivalent to a Level 2 qualification in Team Leading, through either previous learning or experience.

NUMBER OF UNITS/STRUCTURE:

Three units assessed through multiple-choice papers.

Unit 1 – Managing Self Development

Unit 2 – Responsibilities as a Manager

Unit 3 – Objective Setting and Communicating to Support Teams

ASSESSMENT METHOD:

100% external assessments.

EXAMINATION TIMING:

On demand and online.

DATE OF RESULT PUBLICATION:

Four weeks for paper-based tests; 24 hours for online.

GRADING SYSTEM:

Pass/Fail for each unit.

PROGRESSION/ARTICULATION:

The Level 3 Certificate in Management Principles has been designed to enable as many progression opportunities as possible. Suggested progression routes include, but are not limited to occupational qualifications such as the EDI Level 3 NVQ Certificate/Diploma and Level 5 NVQ Diploma in Management.

EDI Level 3 Award in Nutrition for Healthier Food and Special Diets

QCF LEVEL:
Level 3

BACKGROUND:

This qualification aims to provide learners with knowledge of the principles of nutrition, healthier foods and special diets. Learners will develop their knowledge of the principles of balanced diets, nutritional information and their understanding of special dietary needs.

DATE OF FIRST TEACHING:
2010

PREREQUISITES:

There are no formal entry requirements for this qualification.

NUMBER OF UNITS/STRUCTURE:

Learners must achieve one mandatory unit.

ASSESSMENT METHOD:

Multiple choice test

EXAMINATION TIMING:

On demand

GRADING SYSTEM:

Pass/Fail

PROGRESSION/ARTICULATION:

Learners can progress onto other sector-related qualifications, for example the Level 3 Award in Practical Supervision of Food Safety in Catering or the Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery). Completion of this qualification also enhances the employment prospects of those employed in the catering and caring professions or those seeking to gain employment in these areas.

EDI Level 3 Certificate in Personal Training

QCF LEVEL:

Level 3

BACKGROUND:

This qualification will allow learners to apply knowledge, understanding and skills to a level recognised by employers as providing entry into the exercise and fitness industry as personal trainers at Level 3.

This qualification has been designed for fitness instructors wishing to further their knowledge and skills to work as personal trainers and for learners with some prior knowledge of fitness instructing who wish to work in the industry as personal trainers.

DATE OF FIRST TEACHING:

January 2012

PREREQUISITES:

Level 2 qualification in fitness instructing, or equivalent.

NUMBER OF UNITS/STRUCTURE:

Learners must achieve seven mandatory units.

ASSESSMENT METHOD:

Portfolio of evidence and multiple choice test.

GRADING SYSTEM:

Pass/Fail.

PROGRESSION/ARTICULATION:

Learners may progress to the Level 3 Diploma in Personal Training NVQ, to additional units/qualifications at Level 3 e.g. exercise referrals, and to Level 4 units/qualifications e.g. cardiac rehabilitation.

EDI Level 3 Award in Practical Supervision of Food Safety in Catering

QCF LEVEL:

Level 3

BACKGROUND:

The purpose of this qualification is to provide candidates with the knowledge and skills in the practical supervision of both staff and food safety operations in food handling environments, specifically those in hospitality and catering establishments. Candidates will develop skills and knowledge which will enable them to meet their supervisory responsibilities and enable their businesses to meet statutory requirements for supervising food handlers.

DATE OF FIRST TEACHING:

2009

PREREQUISITES:

There are no formal entry requirements for this qualification.

NUMBER OF UNITS/STRUCTURE:

Learners must achieve one mandatory unit.

ASSESSMENT METHOD:

Assignments

GRADING SYSTEM:

Pass/Fail

PROGRESSION/ARTICULATION:

Candidates may use achievement of this qualification towards other qualifications at Level 3 within the sector and may progress onto related food safety qualifications and/or related hospitality and catering qualifications.

EDI Level 3 Award in Preparing to Teach in the Lifelong Learning Sector

QCF LEVEL:

Level 3

BACKGROUND:

This qualification is designed for those who are new to teaching, training or tutoring in the lifelong learning sector, who want to be a teacher or trainer in the lifelong learning sector or who want to update their underpinning knowledge and teaching or training skills.

DATE OF FIRST TEACHING:

2012

PREREQUISITES:

Learners need to have the skills and abilities to achieve an initial teaching qualification at Level 3.

NUMBER OF UNITS/STRUCTURE:

Learners complete one mandatory unit and at least two other optional units.

ASSESSMENT METHOD:

Assessment is through internal assessment of the assessment pro forma.

Internal assessment is internally moderated and then externally moderated by EDI.

EXAMINATION TIMING:

Not applicable.

DATE OF RESULT PUBLICATION:

Results are published approximately eight weeks after the end of course date.

GRADING SYSTEM:

The overall result is either Pass or Referred.

PROGRESSION/ARTICULATION:

To the Level 3 or Level 4 Certificate in Teaching in the Lifelong Learning Sector for the associate teacher role or the Level 5 Diploma in Teaching in the Lifelong Learning Sector for those in the full teaching role.

EDI Level 4 Award in Preparing to Teach in the Lifelong Learning Sector

QCF LEVEL:

Level 4

BACKGROUND:

This qualification is designed for those who are new to teaching, training or tutoring in the lifelong learning sector, want to be a teacher or trainer in the lifelong learning sector or want to update their underpinning knowledge and teaching or training skills.

DATE OF FIRST TEACHING:

2012

PREREQUISITES:

Learners need to have the skills and abilities to achieve an initial teaching qualification at Level 4.

NUMBER OF UNITS/STRUCTURE:

Learners complete one mandatory unit and at least two additional units making a total of 12 credits.

ASSESSMENT METHOD:

Assessment is through internal assessment of the assessment pro forma.

Internal assessment is internally moderated and then externally moderated by EDI.

EXAMINATION TIMING:

Not applicable.

DATE OF RESULT PUBLICATION:

Results are published approximately eight weeks after the end of course date.

GRADING SYSTEM:

The overall result is either Pass or Referred.

PROGRESSION/ARTICULATION:

To the Level 3 or Level 4 Certificate in Teaching in the Lifelong Learning Sector for the associate teacher role or the level 5 Diploma in Teaching in the Lifelong Learning Sector for those in the full teaching role.

EDI Level 3 Certificate in Preparing to Work in Adult Social Care

QCF LEVEL:

Level 3

BACKGROUND:

The EDI level 3 Certificate in Preparing to Work in Adult Social Care is aimed at learners interested in, or new to, working in adult social care in England. It aims to develop knowledge around the following areas relating to working in adult social care:

- communication
- equality, diversity and inclusion
- personal development
- role of the social care worker
- handling information
- health and safety
- safeguarding
- duty of care
- person centred approaches.

It does not confirm competence but relates to the knowledge elements covered in the mandatory units of the Health and Social Care Diploma at Level 3. Learners progressing to the Health and Social Care Diploma at Level 3 will therefore be able to have their achievement of the knowledge recognised in these units through Recognition of Prior Learning.

DATE OF FIRST TEACHING:

27 January 2011

PREREQUISITES:

None

NUMBER OF UNITS/STRUCTURE:

To achieve the full EDI Level 3 Certificate in Preparing to Work in Adult Social Care qualification learners must achieve a minimum of 21 credits. To achieve this, learners must achieve all nine mandatory units.

ASSESSMENT METHOD:

Portfolio of evidence and/or multiple choice tests.

GRADING SYSTEM:

Pass/Fail

PROGRESSION/ARTICULATION:

The qualification will allow learners to progress onto the EDI Level 3 Diploma in Health and Social Care.

EDI Level 3 Certificate/Diploma in Principles of Bus and Coach Engineering and Maintenance (Mechanical/Electrical/Body)

QCF:

Level 3

BACKGROUND:

These qualifications are technical certificates covering the knowledge and competence required to carry out routine and complex maintenance and repair of passenger-carrying vehicles. Learners will gain a thorough understanding of the technical principles underpinning the way engine and electrical systems operate as well as the construction of vehicle chassis and mechanical components.

DATE OF FIRST TEACHING:

2011

PREREQUISITES:

None, but learners may benefit from having completed the Level 2 qualifications beforehand.

NUMBER OF UNITS/STRUCTURE:

Learners must complete common mandatory units as well as choose optional units relating the specialist areas in which they want to study. Separate qualifications are available for mechanical, electrical and body work.

ASSESSMENT METHOD:

This qualification is assessed through centre-devised question papers and practical assignments.

EXAMINATION TIMING:

Set by the delivery centre.

GRADING SYSTEM:

Pass/Fail

PROGRESSION/ARTICULATION:

This qualification is recognised as a technical certificate in the Advanced Apprenticeship framework. It is also appropriate for those wishing to gain underpinning knowledge and understanding and can be used as a stepping stone for foundation degrees.

EDI Level 3 Certificate in Principles of the Creative and Cultural Sector

QCF LEVEL:

Level 3

BACKGROUND:

This qualification aims to provide learners with the underpinning knowledge required to work in the Creative and Cultural Sector.

DATE OF FIRST TEACHING:

June 2011

PREREQUISITES:

None

NUMBER OF UNITS/STRUCTURE:

To achieve the EDI Level 3 Certificate in Principles of the Creative and Cultural Sector, learners must achieve a minimum of 15 credits. Learners must achieve two mandatory units plus units from their chosen pathway.

ASSESSMENT METHOD:

Portfolio of evidence and multiple choice tests.

GRADING SYSTEM:

Pass/Fail

PROGRESSION/ARTICULATION:

Learners may progress onto a related higher level vocational qualification or use achievement of the qualification to gain employment in the sector.

EDI Level 3 Certificate in Principles of Sales

QCF LEVEL:

Level 3

BACKGROUND:

This is a knowledge-based qualification designed to provide learners with an in-depth understanding of the principles of sales, including the regulatory requirements and issues, sales techniques and processes, marketing principles, competitor analysis, principles of online commerce and organisational targets.

DATE OF FIRST TEACHING:

2009

PREREQUISITES:

There are no formal entry requirements for this qualification.

NUMBER OF UNITS/STRUCTURE:

16 credits are required – four mandatory units and at least two further optional units from a choice of specialist areas.

ASSESSMENT METHOD:

Knowledge-based workbooks

GRADING SYSTEM:

Pass/Fail

PROGRESSION/ARTICULATION:

This qualification is recognised as a technical certificate in the Advanced Apprenticeship framework. It is also appropriate for those wishing to gain underpinning knowledge and understanding and can be used as a stepping stone for foundation degrees.

EDI Level 3 Award in Principles of Supervising Customer Service Performance in the Hospitality, Leisure, Travel and Tourism Sector

QCF LEVEL:

Level 3

BACKGROUND:

This qualification will provide in-depth knowledge of how to manage customer service performance in the sector. The unit will be appropriate for supervisory and management staff to enable them to support their staff in providing excellent customer service in the workplace.

DATE OF FIRST TEACHING:

2009

PREREQUISITES:

There are no formal entry requirements for this qualification.

NUMBER OF UNITS/STRUCTURE:

Learners must achieve one mandatory unit.

ASSESSMENT METHOD:

Multiple choice test

EXAMINATION TIMING:

On demand

GRADING SYSTEM:

Pass/Fail

PROGRESSION/ARTICULATION:

Learners can progress onto other sector-related qualifications, for example the Level 3 Award in Practical Supervision of Food Safety in Catering or the Level 3 Certificate in Hospitality and Catering Principles (Professional Cookery). Completion of this qualification also enhances the employment prospects of those employed in the catering and caring professions or those seeking to gain employment in these areas.

EDI Level 3 Certificate in Retail Knowledge

QCF LEVEL:

Level 3

BACKGROUND:

The EDI Level 3 Certificate in Retail Knowledge is a knowledge-based qualification designed to provide learners with an in-depth understanding of the principles of retail, delivered through a range of core and specialist options. It is aimed at learners who are working or aspiring to work in senior roles; supervisory, team leader and/or department lead within the retail sector and wish to develop their knowledge and understanding further.

Learners may choose to extend their learning through a complementary competency-based qualification such as the Level 3 Certificate and/or Diploma in Retail Skills (Visual Merchandising, Sales Professional and Management).

DATE OF FIRST TEACHING:

2009

PREREQUISITES:

There are no formal entry requirements for this qualification.

NUMBER OF UNITS/STRUCTURE:

To achieve the Level 3 Certificate in Retail Knowledge learners must achieve a minimum of 16 credits.

ASSESSMENT METHOD:

Multiple choice tests

GRADING SYSTEM:

Pass/Fail

PROGRESSION/ARTICULATION:

Learners who achieve the EDI Level 3 Certificate in Retail Knowledge can progress to higher level knowledge-based qualifications, for example the Level 5 Certificate/Diploma in Management and Leadership.

EDI Level 4 Certificate in Teaching Advanced ICT

QCF LEVEL:

Level 4

BACKGROUND:

The EDI Level 4 Certificate in Teaching Advanced ICT is suitable for teachers who want to teach ICT in a school, college or training organisation at a post-introductory level. The Certificate is also appropriate for those who have completed, or are in the process of completing, an initial teacher training qualification, and who wish to teach Level 2 ICT.

DATE OF FIRST TEACHING:

2010

PREREQUISITES:

Learners need to hold the EDI Certificate in Education Practice: ICT Skills or have an equivalent qualification and experience to provide a reasonable basis for entry to an advanced course. They should also hold a teaching qualification or have carried out 40 hours of ICT teaching during the past year.

NUMBER OF UNITS/STRUCTURE:

Learners complete two mandatory units.

ASSESSMENT METHOD:

The 12 credit Developing ICT Teaching Materials and Techniques unit is assessed by nine assignments. Internal assessment is internally moderated and then externally moderated by EDI. The six credit Teaching ICT Skills unit is assessed through a teaching project and teaching practice.

EXAMINATION TIMING:

Controlled assessments are carried out on a date determined by the centre and in advance of a final date specified by EDI.

DATE OF RESULT PUBLICATION:

Results are published approximately eight weeks after the end of course date.

GRADING SYSTEM:

The overall result is either Pass or Referred.

PROGRESSION/ARTICULATION:

To higher level generic or ICT teaching qualifications

EDI Level 4 Certificate in Teaching ICT Skills

QCF LEVEL:

Level 4

BACKGROUND:

This qualification is designed for those who want to gain an ICT teaching certificate or need certification for their ability to teach ICT.

PREREQUISITES:

Learners need to have five GCSEs or their equivalent, plus a Level 3 qualification in ICT, or a Level 2 qualification in ICT and ICT skills and experience.

NUMBER OF UNITS/STRUCTURE:

Learners complete the two mandatory units plus two hours of teaching practice.

ASSESSMENT METHOD:

The nine-credit Planning and Preparing to Teach ICT unit is assessed by three assignments which are found within the specification. The six-credit Teaching ICT Skills unit is assessed through a teaching project and teaching practice, details of which are found within the specification.

EXAMINATION TIMING:

Case study assessments are carried out on a date determined by the centre and in advance of a final date specified by EDI.

DATE OF RESULT PUBLICATION:

Results are published approximately eight weeks after the end of course date.

GRADING SYSTEM:

The overall result is either Pass or Referred.

PROGRESSION/ARTICULATION:

To higher level generic or ICT teaching qualifications.

EDI Level 3 Certificate in Teaching in the Lifelong Learning Sector

QCF LEVEL:

Level 3

BACKGROUND:

This qualification is designed for those who are new to teaching, training or tutoring in the lifelong learning sector, want to be a teacher or trainer in the lifelong learning sector or want to update their underpinning knowledge and teaching or training skills.

DATE OF FIRST TEACHING:

2012

PREREQUISITES:

Learners need to have the skills and abilities to complete a teaching qualification for the associate teacher role at Level 3.

NUMBER OF UNITS/STRUCTURE:

Learners complete two mandatory units and option units to the value of 30 credits.

ASSESSMENT METHOD:

Assessment is through internal assessment of teaching practice, an evidence of practice file and reflective journal.

Internal assessment is internally moderated and then externally moderated by EDI.

EXAMINATION TIMING:

Not applicable.

DATE OF RESULT PUBLICATION:

Results are published approximately eight weeks after the end of course date.

GRADING SYSTEM:

The overall result is either Pass or Referred.

PROGRESSION/ARTICULATION:

To the Level 5 Diploma in Teaching in the Lifelong Learning Sector for those in the full teaching role.

EDI Level 4 Certificate in Teaching in the Lifelong Learning Sector

QCF LEVEL:

Level 4

BACKGROUND:

This qualification is designed for those who are new to teaching, training or tutoring in the lifelong learning sector, want to be a teacher or trainer in the lifelong learning sector or want to update their underpinning knowledge and teaching or training skills.

PREREQUISITES:

Learners need to have the skills and abilities to complete a teaching qualification for the associate teacher role at Level 4.

NUMBER OF UNITS/STRUCTURE:

Learners complete two mandatory units and option units to the value of 30 credits.

ASSESSMENT METHOD:

Assessment is through internal assessment of teaching practice, an evidence of practice file and reflective journal.

Internal assessment is internally moderated and then externally moderated by EDI.

EXAMINATION TIMING:

Not applicable.

DATE OF RESULT PUBLICATION:

Results are published approximately eight weeks after the end of course date.

GRADING SYSTEM:

The overall result is either Pass or Referred.

PROGRESSION/ARTICULATION:

To the Level 5 Diploma in Teaching in the Lifelong Learning Sector for those in the full teaching role.

EDI Level 3 Certificate in Transition to Playwork (from Early Years)

QCF LEVEL:

Level 3

BACKGROUND:

This qualification is targeted towards early years workers who have completed an early years CCLD Level 3 qualification and want to move into working in playwork.

DATE OF FIRST TEACHING:

November 2011

PREREQUISITES:

Learners must have successfully completed a Level 3 NVQ in Children's Care, Learning and Development.

NUMBER OF UNITS/STRUCTURE:

Learners must achieve two mandatory units to achieve the award.

ASSESSMENT METHOD:

Portfolio of evidence

GRADING SYSTEM:

Pass/Fail

PROGRESSION/ARTICULATION:

The qualification will allow learners to progress onto the EDI Level 3 Diploma in Playwork (NVQ) and other Level 4/Level 5 Playwork qualifications.

EDI Level 3 Certificate for Working in the Health Sector

QCF LEVEL:

Level 3

BACKGROUND:

The EDI Level 3 Certificate for Working in the Health Sector is mapped to the Knowledge and Skills Framework at Level 2. It is relevant to all individuals working or planning to work in the health sector.

PREREQUISITES:

There are no formal entry requirements; this qualification is open to all candidates who are preparing to work, or who already work, in a health sector environment.

NUMBER OF UNITS/STRUCTURE:

Learners complete six mandatory units.

ASSESSMENT METHOD:

The assessment for this qualification is through centre-devised assessment material, which is internally marked and externally moderated.

DATE OF RESULT PUBLICATION:

Results are published approximately eight weeks after the end of course date.

GRADING SYSTEM:

The EDI certificate is awarded to learners who pass all units. There are no further categories of pass; the certificate is not graded.

PROGRESSION/ARTICULATION:

Achievement of the core requirements of the NHS Knowledge and Skills Framework is an essential part of induction into work in the health sector, therefore completion of this qualification allows further progression to a wide range of further training/qualifications and/or employment.

The English Speaking Board (ESB)

The English Speaking Board was founded in 1953 to promote and assess effective, confident and constructive oral communication skills for all levels and all ages. ESB assessment focuses on the ability of candidates to communicate their knowledge, developed opinions and understanding, as well as their skills in performance of a range of world literature and drama. ESB has been developing its unique profile as an assessor of spoken English skills for over 50 years, for all ages, skills and backgrounds, in all kinds of educational environments, including junior and senior schools, further and higher education, Special schools, prisons and commercial establishments. ESB offers assessments and qualifications in speech, communication, drama, ESOL and EFL, throughout the UK, Europe and across the world.

ESB assessments cater for candidates from all levels and walks of life, from pre-Entry and foundation, through 8 Graded Exams and beyond, to professional diplomas. Accredited examinations at Grade 6-8 attract UCAS Tariff points.

ESB is an awarding organisation recognised in the UK by the Office of Qualifications Examinations Regulation (Ofqual), the Welsh Assembly Government, and the Northern Ireland Council for Curriculum Framework. ESB's qualifications are accredited by these organisations within the QCF.

English Speaking Board Graded Examinations in Speech

QUALIFICATION ABBREVIATION:

ESB

QCF LEVEL:

Grades 1-3 = Level 1

Grades 4-5 = Level 2

Grades 6-8 = Level 3

BACKGROUND:

ESB graded examinations in speech provide a planned programme of assessment, enabling candidates and their tutors or parents to monitor progress towards progressive mastery of spoken English communication skills. The qualifications require candidates to be able to demonstrate their ability to communicate information, ideas and opinions in a variety of contexts, dealing with complex concepts critically and analytically. They must also demonstrate their engagement with a variety of verse and prose, to communicate it effectively.

DATE OF FIRST TEACHING:

1953

DATE OF FIRST AWARD:

1953

PREREQUISITES:

No prerequisites. However, all grades are cumulative and entry for a grade assumes mastery of skills and knowledge in previous grades.

NUMBER OF UNITS/STRUCTURE:

Single unit per grade.

ASSESSMENT METHOD:

100% external practical assessment by ESB-trained assessors

EXAMINATION TIMING:

Examinations are available all year round.

DATE OF RESULT PUBLICATION:

Results are confirmed by certification from ESB within 6 weeks of assessment.

GRADING SYSTEM:

Distinction, Merit, Pass or Unsuccessful. The syllabuses include Learning Outcomes and assessment criteria for each grade and articulation within grades.

QUALITY ASSURANCE:

Reports/results are quality checked and analysed by ESB Head Office, and 10% are further moderated by the standardisation team before results are issued. These are confirmed by issue of certificates.

All examiners undergo annual standardisation and training. There are regular scheduled standardisation observations for each examiner. 10% of all reports from each assessment are monitored by the standardisation team. A proportion of all assessments are recorded and monitored.

European Baccalaureate

QUALIFICATION ABBREVIATION:

EB

BACKGROUND:

The European Baccalaureate (EB) is a group diploma awarded only by the 14 European Schools of the European Union (EU), which provide free education for children of its staff. There are currently around 24,000 pupils in the system as a whole, and approximately 1,500 pupils take the final examination each year.

The EB examines the final two years of a seven-year secondary education cycle. A significant element of study is always undertaken in the first foreign language, including history and geography from Year 3 (Year 9 in the UK). The syllabuses in the 14 language sections are, with the exception of the mother tongue, identical, and the same standards of attainment are required of all. Not all schools are able to offer all language options. If an option course cannot be offered in Language I, it may be offered in either the working language of the student concerned, or in the language of the school's host country. See table on page 66.

- Students must choose all subjects in column 1.
- Biology, history, geography and philosophy must be chosen in either column 2 or 3.
- Biology is compulsory unless physics or chemistry is chosen in column 3.
- Students must choose a minimum of two and a maximum of four four-period subjects from column 3 to ensure their weekly timetable consists of at least 31 periods.
- In addition students may choose subjects from column 4 and a maximum of two subjects from column 5. The maximum number of periods per week is 35 (36 if a column 4 subject is chosen).

The EB should not be confused with the Option International du Baccalauréat (OIB) which is part of the French Baccalauréat designed for bilingual candidates, or the International Baccalaureate.

DATE OF FIRST TEACHING:

1953

DATE OF FIRST AWARD:

1959

PREREQUISITES:

Promotion to the EB Year (Year 13 in the UK).

NUMBER OF UNITS/STRUCTURE:

Between eight and 12 subjects are likely to be taken in the EB.

GRADING SYSTEM:

Candidates are awarded a final overall mark expressed as a percentage.

The pass level is set at 60%.

Candidates also receive a mark out of ten for each individual subject. This is calculated as a weighted average of all the assessed components of the subject.

No examinations can be retaken to improve marks.

Final written and oral exams are jointly assessed by teacher and external examiner.

EXAMINATION TIMING:

June

DATE OF RESULT PUBLICATION:

July

ASSESSMENT:

The EB is a group diploma and candidates are awarded a final overall mark expressed as a percentage and a mark out of ten for each individual subject. Candidates who achieve an overall mark of 60% or above are awarded the Baccalaureate. The final mark is the result of:

- a) Internal assessment of all subjects studied during Year 7 (Year 13 in the UK) by means of:
 - internal school examinations – 30%
 - continuous assessment – 20%.
- b) Five final written exams set by the Examining Board, in the mother tongue, first foreign language, mathematics and two elective subjects – 35%.
- c) Three final oral exams set by the teacher and an external examiner appointed by the examining board, in:
 - mother tongue
 - first foreign language, history or geography
 - a fourth compulsory or elective subject – 15%.

Final written and oral exams are jointly assessed by teacher and external examiner.

Complementary subjects cannot be offered in the final written or oral examinations; they contribute only to internal assessment. At least two of the four orals are in one of the candidate’s foreign languages. There are no individual subject pass certificates but individual subject marks are calculated at all stages, and are indicated on the final Baccalaureate certificate. Students must pass each year – if not they must repeat the year, and ultimately leave the school if they fail the same year twice. Students receive the Diploma, which is their formal record of achievement, and the marks for each subject at about the same time in early July. The subject results are in simple tabular form.

The average score across the European Schools is around 75%. It is extremely difficult to score 90% or more.

QUALITY ASSURANCE:

The European Schools are administered by a Board of Governors which consists of representatives of the member states, and a representative of the European Commission. The EB is administered and directly supervised by an external examining board appointed annually by the Board of Governors. The examining board is chaired by a university professor and is composed of examiners from each of the European Union countries. These representatives must meet the requirements laid down in their home countries for appointment to the examining board.

COMPULSORY SUBJECTS		OPTIONAL SUBJECTS		COMPLEMENTARY ACTIVITIES
Column 1	Column 2 (2 periods)	Column 3 (4 periods)	Column 4 (3 periods)	Column 5 (2 periods)
Language I (4 periods)	Biology	Latin*	Advanced language I	Lab physics**
Language II (3 periods)	History	Ancient Greek*	Advanced language II	Lab chemistry**
Mathematics (3 periods)	Geography	Geography	Advanced mathematics^	Lab biology**
or	Philosophy	Philosophy		Computing
Mathematics (5 periods)		Language III		Elementary economics §
Religion/Ethics (1 period)		Language IV		Sociology
Sport (2 periods)		History		Art §
		Economics		Music §
		Physics		Theatre Studies
		Chemistry		Politics
		Biology		Language V
		Art		
		Music		

Column 2 courses are compulsory unless chosen from column 3. Biology from column 2 is compulsory unless Biology, Physics or Chemistry is taken from column 3.
 * Students may take these subjects only if they have taken them in Years 4 and 5.
 ^ Advanced mathematics may only be taken in conjunction with five-period mathematics.
 § Not allowed if already chosen in column 3.
 ** Only allowed if corresponding science option is chosen from column 3.

For more information on pass rates, average scores and the university performance of EB students, please see the Department for Education’s publication, ‘Information on the European Baccalaureate: www.gov.uk/government/publications/information-on-the-european-baccalaureate.

Extended Project

NQF LEVEL:

Level 3

BACKGROUND:

The 14-19 White Paper of February 2005 called for the introduction of an extended project to test a wide range of higher level skills such as research and autonomous working. The extended project was a required component of Level 3 Diplomas. Diplomas were taught in schools and colleges from 2008 to 2014. Students taking A levels and other Level 3 programmes often have the opportunity of undertaking an extended project as part of their programme, but it is not compulsory.

The extended project should offer opportunities for candidates to:

- have a significant input to the choice and design of the project, and take responsibility for either an individual task or a defined task within a group project
- develop and improve their own learning and performance as critical, reflective and independent learners
- develop and apply decision-making and, where appropriate, problem-solving skills
- extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills
- develop, where appropriate, as e-confident learners and apply new technologies in their studies
- develop and apply skills creatively, demonstrating initiative and enterprise
- use their learning experiences to support their personal aspirations for HE and career development.

The project is likely to take a variety of forms, for example a piece of research, a performance or an artefact. In each case, it will be necessary for the student to provide evidence of the organisation, research, evaluation and outcomes of the project.

Guidance from HEPs will assist students in choosing appropriate projects in the light of their aspirations for progression to HE.

Students will have a wide range of choice of extended project – the project could relate closely to one or more of their A level subjects or vocational qualifications or could be in another area in which the student has an interest and aptitude. It has been suggested that for some students the extended project might replace the fourth AS or General Studies.

It is likely that students will be free to decide on the nature of the extended project undertaken (dissertation, investigation, performance, artefact), but schools and colleges will give guidance to their students in deciding the scope of their projects to ensure that they meet the criteria. It is possible that the requirements or preferences of HEPs may be an influence on the choice of extended project, and it would greatly help students, and those who advise them in schools and colleges, if HEPs could publish any requirements or preferences. However, it should be noted that the success of the extended project will depend on students being engaged with a topic which sparks their imagination. The more the student has a major input to the selection of the topic the more creative the outcome is likely to be. Students will develop useful generic skills aiding progression to HE, whatever the project undertaken.

The extended project is a qualification equivalent in size to one half of an A level and may be taken in year 1, year 2 or spanning the two years.

EXTENDED PROJECT AND THE DIPLOMA

Following Diploma reforms in 2010 and 2011, the Diploma has not been available to new students from September 2012 (following decisions by awarding organisations to stop offering it). The Diploma qualification has now been withdrawn, although some of the qualifications that made up the Diploma, for example the extended project, are still available.

EXTENDED PROJECT AND THE TECHNICAL BACCALAUREATE (TECHBACC) MEASURE

The TechBacc is a performance table measure. It recognises the attainment of students taking advanced (Level 3) programmes which include a DfE approved Tech Level qualification, a Level 3 maths qualification and an extended project. It will be introduced for courses starting in September 2014.

DATE OF FIRST TEACHING:

2008 (pilots in 2006-7 and 2007-8)

DATE OF FIRST AWARD:

2009 (pilot students 2007 and 2008 entries)

ASSESSMENT METHOD:

Internal with external verification.

DATE OF RESULT PUBLICATION:

August

GRADING SYSTEM:

The extended project is graded A* to E.

UCAS Tariff points have been allocated to the extended project taken as a stand-alone qualification as follows:

Grade	UCAS Tariff points
A*	70
A	60
B	50
C	40
D	30
E	20

For more information about the UCAS Tariff, please see Appendix B.

QUALITY ASSURANCE:

The criteria for the extended project qualification is available at the following link: <http://ofqual.gov.uk/documents/criteria-for-the-extended-project/>

Free-Standing Mathematics Qualifications

QUALIFICATION ABBREVIATION:

FSMQ

NQF LEVEL:

Levels 1, 2, 3

BACKGROUND:

FSMQs (formerly referred to as Free-Standing Mathematics Units) can be used to support a variety of academic, vocational or work-placed qualifications. The aim of FSMQs is to encourage students to use appropriate mathematics as part of their course. They became part of the NQF from September 2000.

The qualifications are available at three levels:

- Level 1 (Foundation) – includes mathematics at grades D – G standard of GCSE Mathematics
- Level 2 (Intermediate/Higher) – includes mathematics at grades A* – C standard of GCSE Mathematics
- Level 3 (Advanced) – includes mathematics equivalent to that found in GCE AS courses.

At Advanced level, each free-standing qualification is similar in size and demand to a unit of GCE AS, but cannot be aggregated to those qualifications. However, a choice of two of the three FSMQs forms components of the GCE AS in Use of Mathematics, for which teaching started in September 2001.

Each FSMQ:

- is a qualification in its own right
- requires 60 guided learning hours
- allows students to study principles and develop applications of specific aspects of mathematics to some depth, drawing upon and enhancing other areas of their work studies or interests
- encourages the use of ICT tools to analyse real data associated with a range of realistic contexts
- is graded A – E or U (Higher level FSMQs are graded A*–E).

FSMQs have been designed to meet a range of student needs, eg for:

- students wanting to gain some mathematics equivalent in demand to GCSE mathematics
- students who already have GCSE mathematics at grade C or above, who can use the units to reinforce or extend particular areas of mathematics to support other areas of study
- GCE A level or equivalent students who are taking non-mathematical subjects but who would like to continue to study some mathematics or who need mathematical back-up to their post-16 programme
- students on Access to HE or Foundation courses
- students in HE who might use them as revision units
- apprentices and National Trainees
- employees, including those taking NVQs.

The following FSMQs are available:

Foundation/Level 1

Money management

Using data

Using spatial techniques

Intermediate/Level 2

Algebra and graphs

Data handling

Financial calculations

Foundations of advanced mathematics

Shape and space

Advanced/Level 3

Additional mathematics

Calculus (pilot)

Data analysis (pilot)

Decision mathematics (pilot)

Dynamics (pilot)

Hypothesis testing (pilot)

Mathematical principles for personal finance (pilot)

Modelling with calculus

Using and applying decision mathematics

Using and applying statistics

Working with algebraic and graphical techniques

DATE OF FIRST TEACHING:

2001

DATE OF FIRST AWARD:

2002

PREREQUISITES:

Generally GCSE mathematics (not at levels 1 and 2).

NUMBER OF UNITS/STRUCTURE:

Varies, generally one.

ASSESSMENT METHOD:

Generally external and portfolio.

EXAMINATION TIMING:

June, some examinations in January.

DATE OF RESULT PUBLICATION:

August, some results published in March.

GRADING SYSTEM:

Most FSMQs are assessed by equally weighted elements of portfolio evidence and external examinations.

Only Level 3 FSMQs in Additional Mathematics, Using and Applying Statistics, Working with Algebraic and Graphical Techniques, and Modelling with Calculus carry Tariff points.

Grade	UCAS Tariff points
A	20
B	17
C	13
D	10
E	7

PROGRESSION/ARTICULATION:

GCE mathematics, HE.

General Certificate of Education Advanced level

QUALIFICATION ABBREVIATION:

GCE A level or A level

NQF LEVEL:

Level 3

BACKGROUND:

The GCE A level was first introduced in 1951 to replace the Higher Schools Certificate. The earlier history of the qualification and its grading systems, including the arrangements up to and including programmes started before September 2000, is outlined in the section on phased out qualifications on page 161.

GCE A level is an advanced (Level 3) qualification normally taken in schools and colleges in England and Wales in Year 12 (for AS) and Year 13 (for A2) (Year 14 in Northern Ireland), i.e. two years after GCSE examinations.

The effect of Lord Dearing's Review of Qualifications for 16-19- year-olds in 1996, and the Government's subsequent Qualifying for Success consultation in 1997, was to create a flexible post-16 system, which allows the opportunity for a broader curriculum and greater choice without sacrificing depth or reducing the standard of GCE A level.

In order to achieve these aims, the following major changes were implemented in schools and colleges from September 2000.

- The GCE Advanced Subsidiary (AS) was introduced, both as the first year of GCE A level and as a substantive qualification in its own right
- The structure of GCE A level was revised – modular system introduced
- The Advanced Supplementary qualification was phased out.

Candidates, in conjunction with schools/colleges, choose how many GCE A level and AS examinations they take and there is considerable flexibility in the way in which post-16 programmes can be constructed. Students can also study a combination of vocational and general qualifications if they wish.

GCE A levels are awarded by AQA, CCEA, Pearson Edexcel, OCR and WJEC. Awarding bodies developed both GCE A level and AS specifications for all subjects for use from September 2000. The specifications reflect the structural changes for GCE A level and AS qualifications.

All specifications are based on the requirements of the published:

- common criteria
- GCE criteria
- subject criteria, where applicable.

The regulators in England, Wales and Northern Ireland considered individual specifications against the criteria, and those that met all the requirements were accredited to the NQF.

Opportunities for developing and, where possible, generating evidence for the assessment of one or more of the six Key Skills are clearly indicated in all GCE AS and A level specifications. Where a Key Skill is deemed to be integral to a subject, it is assessed through the GCE A level and this is clearly stated in the specification.

Further details are provided by the regulators and the awarding bodies.

DATE OF FIRST TEACHING:
2000

DATE OF FIRST AWARD:
2002

PREREQUISITES:

Normally, candidates take the GCE AS level in their first year of study and then take A2 units in their second year of study to make it up to the full A level. However, it is possible to sit all of the AS and A2 units in the same session at the end of the course. There is therefore no requirement to have certificated AS before moving on to the full A level.

NUMBER OF UNITS/STRUCTURE:

From 2000-2007, most GCE A level qualifications were based on six units of approximately equal size.

- Three of these units constitute the GCE AS qualification, representing the first half of the full A level
- The other three constitute the second half of the GCE A level, and are known collectively as A2. The A2 units contribute only to the full GCE A level and do not constitute a separate qualification.

In a small number of cases, GCE A level qualifications have had fewer than six units. This applies to the small number of minority foreign languages in order to guarantee continued provision of the qualifications (new specifications for minority foreign languages were introduced in September 1999). These are:

AQA: Bengali, Modern Hebrew, Panjabi, Polish
Pearson Edexcel: Arabic, Chinese, Japanese, Modern Greek
OCR: Biblical Hebrew, Dutch, Gujarati, Persian, Portuguese, Turkish.

The following four-unit awards were added:

From 2005:
OCR: Critical thinking

From 2006:
AQA: Critical thinking
Pearson Edexcel: Art & design, design & technology, religious studies
OCR: Accounting, law
WJEC: Psychology, world development, sociology

CHANGES FROM SEPTEMBER 2008

Revised A level criteria were incorporated into new specifications first taught in 2008. All A levels became four-unit awards, with the exception of biology, chemistry, electronics, environmental science, geology, mathematics, music, physics, some minority languages and A levels in applied subjects.

The revisions were designed to ensure that A levels are more challenging and that the highest levels of achievement are recognised. The revised A levels were available for first teaching in September 2008. The changes include:

- fewer units of study (from six to four) without a reduction in content
- fewer structured questions, and more open-ended questions which require extended essay responses
- more questions which require a synoptic overview of the subject
- the introduction of an extended project
- the introduction of an A* grade which recognises very high achievement.

CHANGES FROM SEPTEMBER 2015

A levels are being reformed in England, Northern Ireland and Wales from 2015 onwards.

The first new A levels in England will be in place from September 2015. For more information please see Ofqual's website at www.ofqual.gov.uk/qualifications-and-assessments/qualification-reform/a-level-reform/ or the Department for Education website at www.education.gov.uk/childrenandyoungpeople/youngpeople/qandlearning/alevels

New A level specifications will be introduced in Northern Ireland for first teaching from September 2016. For more information please see page 189 of this guide and CCEA's website at www.rewardinglearning.org.uk

In Wales some A levels are being revised for first teaching in September 2015. For more information please see page 188 of this guide and www.qualificationswales.org

ASSESSMENT METHOD:

The majority of GCE AS and A2 level specifications currently consist of both external and internal assessment.

- The GCE AS units are assessed and graded to match the level of attainment expected from students in the first half of an advanced course of study.
- The more demanding A2 units are assessed at the full A level standard.

GCE AS units focus on skills, knowledge and understanding developed during the first half of an advanced course of study. The conceptually less demanding material is assessed in AS units and the conceptually more demanding material assessed in A2 units. Where subjects emphasise the development of skills rather than the learning of specific content, the focus on particular skills may differ in the AS and A2 units. In all subjects, there will usually be some differences between the types of questions used in AS and A2 examinations. There may, for example, be a greater proportion of open-ended and essay-style questions within A2 papers.

There will be differences in the style of questions and examination papers between subjects, and, where it is appropriate, between specifications in the same subject.

Synoptic assessment was introduced as a requirement for all modular GCE A levels to help ensure that the standard of GCE A level continues to be maintained. Candidates are examined on their ability to make connections between the different elements of the subject at the end of the full GCE A level. The synoptic element contributes at least 20% of the overall assessment and appears in one or more of the A2 units. The nature of the synoptic assessment varies according to the nature of the particular subject. The GCE A level specifications permit a maximum of 30% internal assessment.

EXAMINATION TIMING:

There is a common examinations timetable across awarding bodies, with examinations taking place mid-May to end of June.

DATE OF RESULT PUBLICATION:

August

The exact timing of publication of GCE A level and AS examination results is notified in an annual circular to UCAS correspondents. Results from each awarding body are normally available in mid-August via the UCAS Awarding Body Linkage (ABL) process, which provides them to HEPs several working days before the official publication date, on the understanding that the results will not be revealed directly or indirectly to the candidates themselves. The efficient operation of this service depends upon UCAS being able to match information on the UCAS application about the applicant with the records of the awarding body or bodies concerned.

GRADING SYSTEM:

Graded on a scale of A* – E.

Note: A new grade of A* was introduced for A level in 2008.

GCE A level and AS qualifications are allocated UCAS Tariff points.

If a student is taking the GCE AS and then proceeding to take the full GCE A level in the same subject, the AS point score will be subsumed into the A level point score.

Double counting of qualifications in the same subject area is not permitted. The points score will be derived from the highest grade achieved.

There is no limit to the total points achievement from GCE or any other qualifications.

More detailed information about the UCAS Tariff is given in Appendix B.

UCAS Tariff points allocated to the GCE A level are as follows:

Grade	UCAS Tariff points
A*	140
A	120
B	100
C	80
D	60
E	40

UCAS Tariff points are allocated to the GCE A level with additional AS as follows:

Grade	UCAS Tariff points
A*A	200
AA	180
AB	170
BB	150
BC	140
CC	120
CD	110
DD	90
DE	80
EE	60

UCAS Tariff points are allocated to the GCE A level Double Award as follows:

Grade	UCAS Tariff points
A*A*	280
A*A	260
AA	240
AB	220
BB	200
BC	180
CC	160
CD	140
DD	120
DE	100
EE	80

U indicates an unclassified performance, which is not certificated.

The final result of the A level is based on the sum of individual unit results. A2 units are graded using judgements about what might be reasonably expected of all students at the end of the course.

An A* is awarded to candidates who have achieved an A grade overall in their A level, and 90% of the maximum marks on the Uniform Mark Scale (UMS) at A2. Candidates who achieve an A can have higher UMS marks than those who achieve an A*, where better performance is concentrated in the AS units (see example below):

Candidate	AS Unit 1	AS Unit 2	A2 Unit 3	A2 Unit 4	Total UMS	Grade
1	90	85	95	92	362	A*
2	100	100	95	83	378	A

For more information on UMS marks, please refer to the Ofqual website at www.ofqual.gov.uk.

The standards of the revised GCE A levels are the same as those of the previous qualifications.

QUALITY ASSURANCE:

All GCE AS and A level examinations are subject to quality assurance procedures. The regulators (Ofqual, Welsh Government and CCEA) are responsible for keeping under review all aspects of school examinations and assessments. They publish *The Statutory Regulation of External Qualifications* which includes the common criteria for all qualifications and the GCE A level qualification criteria.

These comprise the essential requirements for GCE AS/A level specifications in all subjects. They help to ensure uniformity of standards and subject content between awarding body specifications, and to clarify the relationship between GCE A level and AS. They also help HE to know what has been studied and assessed in the qualifications.

The subject criteria outline the:

- aims
- core content at AS and A2
- assessment objectives (and their relative weightings at AS and A2)
- scheme of assessment
- grade descriptions.

All GCE AS and A level specifications are accredited by Ofqual, Welsh Government and/or CCEA. All new specifications must comply with the requirements of the common criteria, GCE A level qualification criteria and, where they exist, the subject criteria.

The regulators also publish the *GCSE, GCSE in vocational subjects, GCE, Applied GCE and GNVQ Code of Practice* which:

- lays down detailed procedures to promote accuracy, fairness, quality and consistency across all awarding bodies
- represents an enhanced measure of national uniformity of procedures and quality assurance.

The awarding bodies operate their own detailed quality assurance procedures conforming to the Code of Practice. Ofqual and Welsh Government carry out scrutines, probes, five-yearly reviews and comparability studies to monitor the quality of GCE A level and AS examinations to ensure the fairness, consistency and comparability of standards. Ofqual also works with the regulators of A levels in Wales (Welsh Government) and Northern Ireland (CCEA) to ensure consistency across the three countries.

A list of GCE A level and AS specifications with agreed subject titles is given in Appendix E.

PROGRESSION/ARTICULATION:

Information on areas such as recommended prior learning, overlap of qualifications, progression opportunities, sequencing of units and opportunities for developing and gathering evidence for the assessment of key skills is clearly indicated in all specifications. Commonly, students go on to higher education, training and employment.

General Certificate of Education Advanced Subsidiary level

QUALIFICATION ABBREVIATION:

AS level, GCE AS

NQF LEVEL:

Level 3

BACKGROUND:

GCE AS level is normally taken over one year of full-time study. It has been designed as a free-standing qualification, or to contribute the first half of a full GCE A level.

Where the normal pattern is for GCE AS to be taken over one year of study, followed by a further year of study for GCE A level, it is possible that some students may take one or more GCE AS qualifications over two years. It is possible for GCE A level to be taken over one year and a minority of students may take advantage of this. It should also be understood that GCE AS is not restricted to the first year of sixth form studies, and that it is possible to take one or more further GCE AS qualifications in the second year of post-16 study.

In order to be awarded an overall AS grade and a certificate, it is necessary for the candidate to ask specifically to 'cash-in' units. This normally takes place at the time the entry is made for the final units for the qualification, although a student may cash in at a later series. Certificates will only be issued on two occasions in the year, following the June examination series and, for many specifications, following the January examination series.

Students who have cashed in for an AS award must give the grade in their UCAS application.

Candidates who have accepted and have been awarded an AS certificate can resit AS units, in which case the better result counts towards the full A level. However, candidates are not issued with a new AS certificate unless they resit all the AS units, in which case it is based solely on their resits because the earlier AS units are 'used up' for AS purposes by the original act of AS certification.

Summer 2007 was the last session in which candidates were able to decline certification. From the January 2008 examination series, a candidate wishing to improve a grade is no longer required, nor able, to decline the original award. This means, that after certification, candidates do not have to retake the whole qualification to improve performance but can do so through re-sitting individual units.

Students are not normally able to combine the AS units taken on one specification with the AS units taken on a different specification. However, students completing a full AS in one centre and then having to move to a new centre for A2, may be allowed to transfer an AS of one specification to the A level of another specification. Such arrangements are at the discretion of the receiving awarding body. Permission is likely to be granted in the vast majority of cases, but will depend on the compatibility of the two specifications.

CHANGES FROM SEPTEMBER 2015:

A levels are being reformed in England, Northern Ireland and Wales from 2015 onwards.

The first new A levels in England will be in place from September 2015. As the new A levels will be linear, the AS will be entirely decoupled from the A level, so that the marks do not count towards the final A level grade. For more information please see Ofqual's website at www.ofqual.gov.uk/qualifications-and-assessments/qualification-reform/a-level-reform/ or the Department for Education website at www.education.gov.uk/childrenandyoungpeople/youngpeople/qandlearning/alevels

The AS will continue to contribute to the overall A level in Wales and Northern Ireland. For more information on reforms to qualifications in Northern Ireland, please see page 189 of this guide and CCEA's website at www.rewardinglearning.org.uk

For more information about reforms to qualifications in Wales, please see page 188 of this guide and www.qualificationswales.org

DATE OF FIRST TEACHING:
2000

DATE OF FIRST AWARD:
2001

PREREQUISITES:

Although there had not previously been a formal requirement that a candidate must have taken a subject at GCSE before attempting the same subject at GCE A level, recommended prior learning has been a feature of new GCE specifications from September 2000.

NUMBER OF UNITS/STRUCTURE:

From 2000-2007 most GCE A level qualifications were based on six units of approximately equal size: the first three of these units constituted the GCE AS qualification, representing the first half of the full A level. In a small number of cases, GCE A level qualifications had fewer than six units. This applies to the small number of minority foreign languages in order to guarantee continued provision of the qualifications (new specifications for minority foreign languages were introduced in September 1999).

These are:

AQA: Bengali, Modern Hebrew, Panjabi, Polish.

Pearson Edexcel: Arabic, Chinese, Japanese, Modern Greek.

OCR: Biblical Hebrew, Dutch, Gujarati, Persian, Portuguese, Turkish.

The following four-unit awards have since been added:

From 2005:

OCR: Critical thinking

From 2006:

AQA: Critical thinking

Pearson Edexcel: Art & design, design & technology, religious studies

OCR: Accounting, law

WJEC: Psychology, world development, sociology

Revised AS criteria have been incorporated into new specifications first taught in 2008. All AS have become two-unit awards, with the exception of biology, chemistry, electronics, environmental science, geology, mathematics, music, physics, the languages listed above and AS in applied subjects.

ASSESSMENT METHOD:

GCE AS units focus on skills, knowledge and understanding developed during the first half of an advanced course of study. The conceptually less demanding material is assessed in AS units and the conceptually more demanding material assessed in A2 units. Where subjects emphasise the development of skills rather than the learning of specific content, the focus on particular skills may differ in the AS and A2 units. There is no synoptic assessment in the GCE AS.

The majority of AS qualifications are assessed by means of externally assessed written papers and internally assessed coursework/practicals of normally up to 30%.

EXAMINATION TIMING:

There is a common examinations timetable across awarding bodies, with examinations taking place in June.

AS/A levels in applied subjects were introduced for first teaching in 2005 to replace VCEs. The first awards of the applied AS qualifications were in summer 2006.

DATE OF RESULT PUBLICATION:

Results from each awarding body are normally available in mid-August.

GRADING SYSTEM:

Graded on a scale of A–E.

GCE A level and AS qualifications are allocated UCAS Tariff points.

If a student is taking the GCE AS and then proceeding to take the full GCE A level in the same subject, the AS point score will be subsumed into the A level point score.

Double counting of qualifications in the same subject area is not permitted. The points score will be derived from the highest grade achieved.

There is no limit to the total points achievement from GCE or any other qualifications.

More detailed information about the UCAS Tariff is given in Appendix B.

UCAS Tariff points allocated to the AS level are as follows:

Grade	UCAS Tariff points
A	60 Highest grade awarded
B	50
C	40
D	30
E	20

UCAS Tariff points are allocated to the AS Double Award as follows:

Grade	UCAS Tariff points
AA	120
AB	110
BB	100
BC	90
CC	80
CD	70
DD	60
DE	50
EE	40

U indicates an unclassified performance which is not certificated.

Examiners grade the AS by judging the performance that might reasonably be expected of advanced level students halfway through the course, unlike the former Advanced Supplementary examination in which judgements were made about performance that might be expected at the end of the full A level.

The AS grade is based on students' attainments in the two AS units; for those who go on to complete the full A level, their grade will be based on attainment in the two AS and two A2 units combined. For candidates who sit all assessment units of A level at the end of the course, grades will be awarded for the AS and the full A level.

QUALITY ASSURANCE:

All GCE AS level examinations are subject to quality assurance procedures. The regulators (Ofqual, CCEA and Welsh Government) are responsible for keeping under review all aspects of school examinations and assessments. They have published, in conjunction with the awarding bodies, the *GCSE, GCSE in vocational subjects, GCE, VCE and GNVQ Code of Practice 2002/3* which:

- lays down detailed procedures to promote accuracy, fairness, quality and consistency across all awarding bodies
- represents an enhanced measure of national uniformity of procedures and quality assurance.

PROGRESSION/ARTICULATION:

GCE A level, Advanced Apprenticeship, training and employment.

VARIANTS:

Since 2000, there has been a small number of free-standing AS qualifications, for which there is no equivalent GCE A level. The list is given in Appendix E.

The GCE AS in Use of mathematics was introduced in September 2001, with first awards in summer 2002. This AS is designed to meet the needs of students who do not intend to take the subject to A level, but who would welcome an opportunity to study some mathematics to AS level with an emphasis on how mathematics is used to model a wide range of real-world problems.

This AS is of comparable demand to GCE AS mathematics, but concentrates less on the mastery of additional content and more on the process skills of reasoning, understanding the way in which mathematics is used to model reality, and communication. The AS is designed to be more applications orientated and to stress the use of ICT for working with large data sets and studying the graphical behaviour of functions.

The AS has three components, two of which are Advanced Free-standing Mathematics Qualifications (FSMQs) (see section on FSMQs above). All students have to study the Advanced FSMQ Working with algebraic and graphical techniques and one of using and applying statistics or modelling with calculus. In addition, all students study a terminal unit – Applying mathematics – which is unique to this qualification.

Students not obtaining the full AS in Use of mathematics qualification will gain credit for each of the FSMQs successfully completed.

The AS in Use of mathematics acts as a full proxy qualification for the award of Level 3 of the Key Skill of Application of Number.

GCE Advanced Subsidiary/ Advanced level in Applied Subjects

QUALIFICATION ABBREVIATION:

AS, AS Double Award, A level, A level Double Award

NQF LEVEL:

Level 3

BACKGROUND:

A levels in applied subjects are qualifications that enable students to develop skills, knowledge and understanding in the area they are studying and prepare them for both the world of work and for progression to higher education. They have replaced the Advanced Vocational Certificate of Education that used to be informally known as 'Vocational A levels' or AVCEs. They have a structure that is similar to the GCE AS/A2 model and were available for first teaching in 2005/6 academic year. At the same time, the formal distinction between GCEs and the old AVCEs has been dropped and both applied and academic qualifications are known as GCEs. However, a small number of subjects – art & design, business, ICT and science – were previously available as both GCEs and AVCEs. In order to distinguish between the two qualifications, the term "applied" has been introduced into the revised VCE qualification in these subjects: for example, the old VCE in art & design is known as the GCE A level in applied art & design.

A levels in applied subjects are designed to be related to National Occupational Standards in relevant sectors and to equip students with up-to-date knowledge, skills and understanding of the underpinning principles and processes of those sectors. Learning is expected to be active and student-led, although directed by teachers and, where appropriate, supported by professional and employer input.

A levels in applied subjects are available as a series of different sizes of award to promote flexibility in the post-16 curriculum:

- AS – three units (three AS units)
- AS double award – six units (six AS units)
- A level – six units (three AS and three A2 units)
- A level double award – 12 units (six AS and six A2 units).

Students should be aware that not all awarding bodies offer the full range of subjects and awards.

As with all GCE AS/A levels, the achievement of an AS/A level in applied subjects is not dependent on achievement of Key Skills. However, the development of Key Skills forms an integral part of the award and they are signposted in all units.

DATE OF FIRST TEACHING:

2005

DATE OF FIRST AWARD:

AS and AS double award – 2006

A level and A level double award – 2007

NUMBER OF UNITS/STRUCTURE:

Applied AS/A levels were introduced in September 2005. The awards consist of a mixture of mandatory and optional units. Within individual sector areas, there may be alternative models of how the award may be constructed, providing a measure of controlled flexibility. In the VCEs, the mandatory units were common to all specifications. However, with the applied A levels, criteria were developed to inform the development by the awarding bodies of their own mandatory units. The A levels may be taken over

one or two years. (The first A2 awards were not available until 2007 and so any students studying a one-year A level programme in 2005/6 would have taken the old VCE).

From summer 2008, a new award was available to reward achievement of candidates who have achieved nine units in an AS/A level in an applied subject. The title of the award is:

Advanced GCE with Advanced Subsidiary (Additional) in [subject] – 9 units (six AS and three A2).

It is not expected that many candidates will receive this award. It has been created to reward candidates who for some reason were unable to complete the full double award A level.

ASSESSMENT METHOD:

The four awards (outlined earlier) all draw from the same pool of units and use the same assessment arrangements: a combination of externally assessed written papers (usually one-third) and internally assessed coursework/ portfolio (usually two-thirds).

The broad aim of the redesign of vocational qualifications at advanced level was to give the qualifications the same AS/A2 structure and A – E grading system as the GCE AS/A levels.

The qualifications are unit based. Each unit clearly sets out the learning which students must cover in order to provide the assessment evidence. Assessment criteria are used to assess the students' ability to apply their skills, knowledge and understanding in a vocational context. The assessment criteria are written for each unit, and the units are written for, and addressed directly to, the students themselves. The exact nature of external assessment varies depending on the subject area, level (ie AS or A2) and unit content.

Evidence for assessors on the use of the criteria is given in a section of the units entitled 'Essential Information for Teachers' which suggests teaching strategies and resources, and includes Key Skills signposting.

EXAMINATION TIMING:

June.

DATE OF RESULT PUBLICATION:

August.

GRADING SYSTEM:

Note: A new grade of A* was introduced for A level in 2008.

AS level is reported on a five-grade scale from A – E where A is the highest.

A level is reported on a six-grade scale from A* – E where A* is the highest.

AS double award is reported on the following grading scale: AA, AB, BB, BC, CC, CD, DD, DE, EE, EU

A level double award is reported on the following grading scale: A*A*, A*A, AA, AB, BB, BC, CC, CD, DD, DE, EE, EU

GCE A level and AS qualifications are allocated UCAS Tariff points.

If a student is taking the GCE AS and then proceeding to take the full GCE A level in the same subject, the AS point score will be subsumed into the A level point score.

Double counting of qualifications in the same subject area is not permitted. The points score will be derived from the highest grade achieved.

There is no limit to the total points achievement from GCE or any other qualifications.

More detailed information about the UCAS Tariff is given in Appendix B.

GCE A levels and AS applied subjects are allocated UCAS Tariff points as follows:

Grade	UCAS Tariff points	
	AS	A level
A*	n/a	140
A	60	120
B	50	100
C	40	80
D	30	60
E	20	40

	AS	A level
	Double Award	Double Award
A*A*	n/a	280
A*A	n/a	260
AA	120	240
AB	110	220
BB	100	200
BC	90	180
CC	80	160
CD	70	140
DD	60	120
DE	50	100
EE	40	80

The final grade is calculated using a points-based system. Separate points are available for each unit, and these are aggregated to determine an overall grade for the qualification. These points should not be confused with those used on the UCAS Tariff (see above).

U indicates an unclassified performance, which is not certificated.

QUALITY ASSURANCE:

For internal assessment, a moderation system designed to ensure that entry grades are in line with national standards has replaced the external verification system. Normally at least a third of the overall assessment is externally set and marked by the awarding bodies.

A subject listing of GCE A/AS levels in applied subjects is given in Appendix G.

PROGRESSION/ARTICULATION:

The awards have been designed to promote flexibility in the post-16 curriculum allowing students to incorporate them into their programmes and in particular to combine them with other GCE AS and A2s.

General Certificate of Secondary Education

QUALIFICATION ABBREVIATION:

GCSE

NQF LEVEL:

Levels 1, 2

BACKGROUND:

The General Certificate of Secondary Education (GCSE) is a qualification which is normally taken in schools at approximately age 16. It was created by the merging of

the former General Certificate of Education (GCE) Ordinary (O) level and the Certificate of Secondary Education (CSE) to form a single system of examining at 16+.

Currently, the majority of pupils take GCSEs at the end of Key Stage 4, the last two years of compulsory education. GCSEs are available in a wide range of academic and applied subjects.

GCSE qualifications are available in three sizes:

GCSE

This is the main form of the qualification and is sometimes referred to as a single award.

Short Course GCSE

GCSE awarding bodies have offered short course GCSEs since September 1996, the first examinations having taken place in summer 1997. These qualifications cover half the subject content of a GCSE and are usually taught in half the time.

Double Award GCSE

The Double Award GCSE exists in certain, mainly applied subjects. The qualification usually occupies two option blocks in school timetables and students are awarded two grades, e.g. AA, CD.

DATE OF FIRST TEACHING:

GCSE was first introduced in 1986, with first examinations in 1988. Specifications have been revised periodically, most recently for first teaching in 2009 in most subjects, except English, Welsh, mathematics and ICT (revised for first teaching in 2010), and the sciences (revised for first teaching in 2011). Applied GCSEs were developed for first teaching in September 2002.

DATE OF FIRST AWARD:

1988; most recently revised specifications in 2011 (most subjects except the following), 2012 (English, Welsh, mathematics and ICT), and 2013 (the sciences).

NEW GCSE TITLES IN KEY SUBJECTS

The suite of GCSEs available in key subjects has changed in recent years.

In science, since 2006, students take Science GCSE and Additional or Additional Applied Science GCSE – covering biology, chemistry and physics – or the three separate science GCSEs.

In England, from 2010, students have been able to take either English GCSE, which covers both language and literature, or separate English Language and English Literature GCSEs. In Wales, students may take either or both English Language and English Literature GCSEs but may not take English GCSE. In Northern Ireland candidates may take GCSE English Language and GCSE English Literature together but GCSE English may not be taken with either GCSE English Language or GCSE English Literature.

In mathematics, in addition to the single award GCSE, the UK and Welsh Governments are funding a pilot of a linked pair of mathematics GCSEs which started in 2010. The mathematics linked pair aims to improve pupils' attitudes towards and engagement with mathematics and inspire more young people to study maths beyond GCSE. The two GCSEs are Methods in Mathematics and Applications of Mathematics, both of which must be taken since together they cover the Programme of Study plus some additional content. First awards of the pilot qualifications were in 2012.

PREREQUISITES:

None

NUMBER OF UNITS/STRUCTURE:

Most GCSEs are offered at two tiers, foundation and higher, corresponding with Level 1 and Level 2 of the NQF.

GCSEs were generally linear in structure, with some modular courses in some subjects, but no set number of units.

ASSESSMENT METHOD:

GCSE assessment used to be at the end of the course for the majority of subjects and consist of both external and internal assessment. The number of examination papers and the exact proportion of internal assessment varied from subject to subject.

Internal assessment often accounted for 20% of the total, the remainder being external, although this varied across subjects. Internal assessment included coursework and practical investigations, depending on the balance allowed by the subject criteria.

From September 2009 coursework was replaced by controlled assessment in most subjects. Controlled assessment is internal assessment that takes place under controlled conditions in schools and is normally set by an awarding body. The balance of controlled assessment to external examinations varies between subjects, ranging from 100% external examination, to 25% or 60% controlled assessment. At least 40% of the assessment must be terminal.

Further changes to GCSE assessment in England took place from September 2012, following the Government's commitment to reform GCSEs set out in the Schools White Paper 'The importance of teaching', published in November 2010. All external assessment on current GCSEs now takes place at the end of the course for GCSEs certificating from 2014; and specific marks for accurate spelling, punctuation and grammar were restored to external examinations in key subjects requiring extended written responses from January 2013. Resitting of individual unit examinations is no longer allowed, although it will still be possible to resit the whole qualification. The reform to examinations taken at 16 reflects the newly reviewed national curriculum.

There is currently an ongoing reform programme in hand in England with the aim that new GCSEs in English language, English literature and mathematics will be in place for first teaching from 2015 and the following new GCSEs to be in place for first teaching from 2016 with other GCSE subjects to follow:

- Modern foreign languages
- Ancient languages
- Physics
- Chemistry
- Biology
- Double award science
- History
- Art and design
- Drama
- Dance
- Religious studies
- Physical education
- Citizenship studies
- Music
- Design and technology
- Computer science
- Geography.

The changes to GCSEs which took effect in England from September 2012 are not required in Wales. Candidates in Wales may continue to follow both linear and modular specifications. Although not a Welsh Government requirement, marks for accurate spelling, punctuation and grammar will also be awarded in key subjects in Wales as in England.

In the Northern Ireland, following public consultation, the Education Minister decided schools would be free to choose between the linear and unitised modes of assessment. For unitised GCSEs, there will continue to be only one resit opportunity for each unit. There will also be a small number of additional marks (5%) available in English literature, geography, history and religious studies for Spelling, Punctuation and Grammar (SPaG).

EXAMINATION TIMING:

GCSEs are taken in the summer, normally from mid-May to the end of June, in November and in winter/spring. From 2014 GCSE examinations will only be available in the summer examination series, except for GCSEs in English, English language and mathematics for which there will also be an assessment opportunity in November (for students who were at least 16 on the preceding 31 August). In Northern Ireland there will be assessment opportunities in January and the summer for GCSE candidates.

In Wales, assessment opportunities continue to be available in January as well as in the summer.

DATE OF RESULT PUBLICATION:

GCSE results are normally available in late August, one week later than A level/AS results. HEPs can make conditional offers to students incorporating a GCSE requirement in addition to A level/AS. The process of confirming the offer is likely to be delayed pending the issue of the GCSE results.

GRADING SYSTEM:

A* – C are the levels of attainment normally required for entry to HE (level 2 in the NQF). The A* grade was introduced from 1994 to reflect a level of performance above grade A, and to reward outstanding achievement. Grades D – G are lower levels of attainment (level 1 in the NQF). U represents unclassified, ie judged to be of insufficient standard to be recorded.

GCSE Double Awards are equivalent to two GCSEs in size, and result in the award of full grades, A*A* – GG, with U for unclassified.

QUALITY ASSURANCE:

GCSEs are accredited, monitored and scrutinised by Ofqual.

Since December 2000, all GCSE examinations have been governed by the joint regulators' GCSE, GCE, GNVQ and AEA Code of Practice.

GCSE specifications are developed in accordance with GCSE regulations, GCSE qualifications criteria, and, where relevant, subject-specific criteria.

PROGRESSION/ARTICULATION:

Recommended prior learning at GCSE level has been a feature of new GCE specifications from September 2000. Students can also progress to Applied GCE, Advanced Apprenticeships, NVQ, training and employment.

VARIANTS:

GCSE Double Award and Short Course

GCSE mathematics has two tiers of entry: foundation (grades C – G) and higher (grades A* – D). This replaced

the three-tier system from September 2006; first awards were in summer 2008.

A number of GCSE titles are untiered.

ICCE International Certificate of Christian Education

QUALIFICATION ABBREVIATION:

ICCE

BACKGROUND:

The ICCE provides qualifications for pupils who use the Accelerated Christian Education (ACE) programme in independent faith-based schools and homeschools. ICCE Advanced Certificate is accepted by many universities for undergraduate entry. A UK NARIC assessment in 2011 carried out in both school and homeschool environments stated that the General Certificate can be considered comparable to Cambridge International Examinations O levels and the Advanced Certificate can be considered comparable to CIE A levels.

Since September 2004, the ICCE has replaced the National Christian Schools' Certificate (NCSC). The curriculum content and standard have been enhanced by coursework at the four highest levels.

DATE OF FIRST AWARD:

2005

NUMBER OF UNITS/STRUCTURE:

ICCE Foundation = 7.5 credits
 ICCE Vocational = 16 credits
 ICCE General = 16 credits plus coursework
 ICCE Intermediate = 23 credits plus coursework
 ICCE Advanced = 29 credits plus coursework
 ICCE Advanced Plus = 34 credits plus coursework

ASSESSMENT METHOD:

By unit tests, essays and practical science projects, all externally moderated (80% internal, 20% external).

EXAMINATION TIMING:

Throughout the year.

DATE OF RESULT PUBLICATION:

Throughout the year.

GRADING SYSTEM:

A* 100%–98%
 A 97.99%–96%
 B 95.99%–92%
 C 91.99%–88%
 D 87.99%–84%
 E 83.99%–80%
 Fail below 80%

QUALITY ASSURANCE:

All unit tests are moderated by internal trained moderators and verified by external moderation. Schools are vetted by an annual assessment visit. Home educated pupils are required to submit all tests annually for external moderation.

PROGRESSION/ARTICULATION:

Students complete each level of the certification programme over a period of, typically, five years. Pupils must complete the lower certificates before proceeding to the next. The credits are accumulative.

Institute of Commercial Management

The Institute of Commercial Management (ICM) offers educational and vocational qualifications which are recognised throughout the UK and worldwide. ICM is an accredited awarding organisation offering awards on the NQF and the QCF. ICM works in partnership with universities, commerce, industry, governments and higher education and training providers. In its capacity as a course developer, and an examining and awarding board, the Institute provides a wide range of professional and vocational qualifications in business and management studies and related areas.

ICM programmes are designed to address the wide variety of personal development and training needs of those wishing to enter the commercial sector and to support the continued development and workplace flexibility of those already in employment.

ICM's global services include the:

- design, development and certification of business education and training programmes for education providers
- development and certification of tailored education and training programmes for the corporate sector, emerging industries and the global workforce
- examination, assessment and certification of students undertaking business, management and training programmes
- provision of technical assistance and consultancy services in the fields of business management, tourism and personal development.

The Institute offers qualifications at certificate, diploma, advanced diploma, graduate and postgraduate diploma levels.

Qualifications are awarded in a wide range of subjects including business, management, marketing, finance, human resource management, tourism, hospitality, law, computing, maritime, professional sales, journalism and media.

The Institute is a professional body for commercial and business development managers and supports career and personal development. Associate and professional membership is open to those who complete the relevant degree-level qualifying examinations.

ICM Certificate/Diploma/ Advanced Diploma/Graduate Diploma/Postgraduate Diploma Programmes

BACKGROUND

Certificates (Level 4 Diplomas)

Certificates are foundation programmes designed for post-secondary education and open access programmes for adults with little or no formal academic qualifications. The course duration is normally up to one year of full-time study. Certificate programmes are accredited at NQF level 4. ICM certificates are used as entry level qualifications for relevant degree programmes.

Diplomas (Level 5 Diplomas)

Diploma programmes are designed for business students (18+) and working adults. The programmes are normally delivered over one to two years of full-time study or two to three years of part-time study. Diploma programmes equate to NQF level 5 qualifications. Relevant ICM Diploma awards are considered acceptable by many universities for direct entry to the second year of Honours degree programmes.

ICM Diploma holders demonstrate competence in the application of knowledge in a broad range of varied work activities performed in a wide variety of contexts. Learning at this level involves obtaining detailed knowledge and skills and is appropriate for people working independently, or providing basic supervision and training of others in their field of work and people wishing to go to university.

Advanced Diplomas (Level 6 Diplomas)

Advanced Diploma programmes are designed for advanced level business students, supervisors, managers and mature working adults with existing business qualifications. Advanced Diplomas are normally completed in two years of full-time study or at least three years of part-time study and are designed to provide a level of business knowledge equal to that obtained after two years of undergraduate study.

The Advanced Diploma is accredited as an NQF level 6 qualification and involves specialist learning and detailed analysis of information and knowledge in a specified area of work or study. Students demonstrate an increased depth of knowledge and understanding of an area of work or study that enables them to formulate solutions and responses to complex problems and situations.

ICM Advanced Diploma qualifications are appropriate for people working as higher grade supervisors, professionals or managers who wish to demonstrate high levels of knowledge, a high level of work expertise in appropriate job roles and competence in managing and training others.

These qualifications are considered to be equivalent to UK intermediate HE awards. Most Advanced Diploma programmes are taken as an end in themselves, but they can also be used for entry to the final year of bachelor's degree programmes.

Graduate Diplomas (Level 6 Diplomas)

The Graduate Diploma qualifications equate to NQF level 6 and involve further study and analysis (incorporating a dissertation/project). The ICM Graduate Diploma is considered to be at final year degree level and may be used as an entry level qualification for postgraduate study.

Postgraduate Diplomas (Level 7 Diplomas)

The Postgraduate Diplomas (at level 7 on the NQF) consist of 120 credits of Masters level work and enable successful students to enter with advanced standing onto appropriate Masters programmes such as the MBA.

ASSESSMENT METHODS:

ICM Certificate units focus on the development of knowledge and understanding of conceptually less demanding material whilst higher level awards such as Advanced Diploma units assess the conceptually more demanding material. Many units test candidates' accumulated understanding of the domain as a whole and their ability to integrate and apply their skills, knowledge and understanding in appropriate contexts. All units equate to 200-hour (20-credit) courses and are assessed by means of externally assessed and moderated written papers. Assessment is generally by 100% examination.

All ICM programmes are multi-subject and candidates are required to undertake formal, externally set and marked examinations in all subjects within any programme. Alternatively, candidates may be able to study single subjects.

GRADING SYSTEM:

Examination grades are as follows.

A	70% and above
B	60% to 69%
C	50% to 59%
D	40% to 49%
F	39% and under

QUALITY ASSURANCE:

In order to maintain global standards, examination papers for all standard ICM programmes are set by the Institute’s Examiners and all candidates’ work is returned to ICM for marking, assessment and moderation and the issue of results and certificates. Many major ICM qualifications are recognised by Ofqual.

NUMBER OF UNITS/STRUCTURE:

A standard full-time Advanced Diploma course (incorporating the Certificate and Diploma stages) consists of 12 units equivalent to 240 credits.

PROGRESSION/ARTICULATION

On successful completion of ICM Certificates/Diplomas/Advanced Diplomas, students may progress to further professional qualifications or to appropriate levels of honours degree courses. An ICM Graduate Diploma may allow access to postgraduate study such as Masters degree programmes.

ifs University College

ifs University College is the university for financial education. It is a registered charity, incorporated by Royal Charter, and a recognised awarding body by Ofqual. Students can study with ifs University College throughout their career from GCSE equivalent right up to Master’s level.

ifs Level 3 Certificate in Financial Studies (QAN 501/0049/X)

QUALIFICATION ABBREVIATION:

CeFS

QCF LEVEL:

Level 3

BACKGROUND:

The ifs Level 3 Certificate in Financial Studies (CeFS) has been designed to encourage individuals to be inspired to meet their lifestyle aspirations. This will be achieved by teaching them to apply the appropriate solution(s) from the wide range available within the evolving financial services marketplace. Learners who wish to make informed and confident decisions regarding their finances should consider the Certificate in Financial Studies.

DATE OF FIRST TEACHING:

2001

DATE OF FIRST AWARD:

2002

DATE OF LAST AWARD:

2014

NUMBER OF UNITS/STRUCTURE:

Three units:

Unit 1: Why money matters

Unit 2: Risk and reward in personal finance

Unit 3: Making personal financial judgements

ASSESSMENT METHOD:

Electronic and paper-based examination

Unit 1: Why money matters

Tested electronically or by paper-based examination. The exam consists of fifty multiple-choice questions in a one-hour examination. The examination score contributes 25% to the overall qualification score.

Unit 2: Risk and reward in personal finance

Tested electronically or by paper-based examination. The examination consists of two sections. Section A: five multiple-choice questions. Section B: six case studies of five questions each in a one-hour examination. The examination score contributes 35% to the overall qualification score.

Unit 3: Making personal financial judgements

Tested by a written examination. The examination consists of one question from a choice of two in a one-hour 30 minute examination. The questions are based on case studies with a number of short answer questions. The examination score contributes 40% to the overall qualification score.

EXAMINATION TIMING:

On demand for electronic examinations. Unit 3 assessment is offered three times a year.

DATE OF RESULT PUBLICATION:

Unit 1 and 2 results are available via the web within 72 hours of receipt of the examination papers. Unit 3 results should be available within one calendar month of the examination date.

GRADING SYSTEM:

Graded A – E and U for ungraded. CeFS has been allocated the following UCAS Tariff points:

Grade	UCAS Tariff points
A	60
B	50
C	40
D	30
E	20

For more information about the UCAS Tariff, please see Appendix B.

PROGRESSION/ARTICULATION:

CeFS provides underpinning knowledge for, and a pathway into, study for other ifs University College qualifications. CeFS also aids entry into higher education and provides a good basis from which to pursue a career in the financial services industry.

ifs Level 3 Diploma in Financial Studies (QAN 501/0048/8)

QUALIFICATION ABBREVIATION:

DipFS

QCF LEVEL:

Level 3

BACKGROUND:

The *ifs* Level 3 Diploma in Financial Studies (DipFS) consists of the *ifs* Level 3 Certificate in Financial Studies (CeFS) units and three additional units. The additional units apply learners' knowledge to the broader financial environment: the financial planning element introduced in the CeFS units becomes more dynamic and flexible, as the learners become more aware of the (financial) environment within which they live.

DATE OF FIRST TEACHING:

2004

DATE OF FIRST AWARD:

2005

NUMBER OF UNITS/STRUCTURE:

Six units:

Unit 1: Why money matters

Unit 2: Risk and reward in personal finance

Unit 3: Making personal finance judgements

Unit 4: Financing the future

Unit 5: Financial services from the providers' perspective

Unit 6: Enhancing financial capability.

ASSESSMENT METHOD:

Electronic and paper-based examination.

Unit 1: Why money matters

Tested electronically or by paper-based examination. The examination consists of fifty multiple-choice questions in a one-hour examination. The examination score contributes 25% to the overall qualification score.

Unit 2: Risk and reward in personal finance

Tested electronically or by paper-based examination. The examination consists of two sections. Section A: five multiple-choice questions; Section B: six case studies of five questions each in a one-hour examination. The examination score contributes 35% to the overall qualification score.

Unit 3: Making personal financial judgements

Tested by a written examination. The examination consists of one question from a choice of two in a one-hour 30 minute examination. The questions are based on case studies with a number of short/part questions. The examination score contributes 40% to the overall qualification score.

Unit 4: Financing the future

Tested electronically or by paper-based examination. The examination consists of two sections. Section A: seven multiple-choice questions; Section B: seven case studies of five questions in a one-hour 15 minute examination. The examination score contributes 30% to the overall qualification score.

Unit 5: Financial services from the providers' perspective

Tested electronically or by paper-based examination. The examination consists of two sections. Section A: 21 multiple-choice questions; Section B: three case studies of seven questions in a one-hour 15 minute examination. The examination score contributes 30% to the overall qualification score.

Unit 6: Enhancing financial capability

Tested by a written examination. The examination consists of one question from a choice of two in a one-hour 30 minute examination. The questions are based on pre-released case studies with a number of short/part questions. The examination score contributes 40% to the overall qualification score.

EXAMINATION TIMING:

On demand for units 1, 2, 4 and 5; the assessment for unit 3 is offered three times a year and the assessment for unit 6 is offered twice a year.

DATE OF RESULT PUBLICATION:

Unit 1, 2, 4 and 5 results are available via the web within 72 hours of receipt of the examination papers. Unit 3 and 6 results should be available within one calendar month of the examination date.

GRADING SYSTEM:

Graded A – E and U for ungraded. DipFS has been allocated the following UCAS Tariff points:

Grade	UCAS Tariff points
A	120
B	100
C	80
D	60
E	40

Please note that the QCF version of the Diploma includes the content of the Certificate. Therefore Tariff points cannot be counted for both qualifications.

For more information about the UCAS Tariff, please see Appendix B.

PROGRESSION/ARTICULATION:

DipFS provides underpinning knowledge for, and a pathway into, study for other *ifs* University College qualifications. DipFS also aids entry into higher education and provides a good basis from which to pursue a career in the financial services industry.

ifs Level 3 Certificate in Financial Studies (QAN 600/8537/X)

QUALIFICATION ABBREVIATION:

CeFS

QCF LEVEL:

Level 3

BACKGROUND:

The *ifs* Level 3 Certificate in Financial Studies (CeFS) has been designed to provide students with a challenging qualification covering the core disciplines of financial capability and the ability to apply specialised, current knowledge of financial choices and issues. This will be achieved by teaching them to apply the appropriate solution(s) from the wide range available within the evolving financial services marketplace. Learners who wish to make informed and confident decisions regarding their finances should consider the Certificate in Financial Studies.

DATE OF FIRST TEACHING:

2013

DATE OF FIRST AWARD:

2014

NUMBER OF UNITS/STRUCTURE:

Two units:

Unit 1: Financial Capability for the Immediate and Short Term

Unit 2: Financial Capability for the Medium and Long Term

ASSESSMENT METHOD:

Electronic and paper-based examination.

Unit 1: Financial Capability for the Immediate and Short Term.

Tested electronically or by paper-based examination. The assessment consists of two components. Part A – thirty-five multiple-choice questions in a forty-five minute examination. This component of the examination is worth thirty-five marks. Part B – pre-release case study requiring essay responses to five questions. This component is worth sixty marks and will be a one hour and forty-five minute examination. Part B will also assess spelling, punctuation and grammar. This component is worth five marks, bringing the total marks for Part B to sixty-five.

Unit 2: Financial Capability for the Medium and Long Term. Tested electronically or by paper-based examination.

The assessment consists of two components. Part A – thirty-five multiple-choice questions in a forty-five minute examination. This component of the examination is worth thirty-five marks. Part B – pre-release case study requiring essay responses to five questions. This component is worth sixty marks and will be a one hour and forty-five minute examination. Part B will also assess spelling, punctuation and grammar. This component is worth five marks, bringing the total marks for Part B to sixty-five.

EXAMINATION TIMING:

Examinations for each unit will take place at the end of study of the respective unit. Part A examinations will be held during a one week period at a set time. Part B examinations will be held on one day during the week following the Part A examinations.

DATE OF RESULT PUBLICATION:

The results for Part A of Unit 1 and 2 results available via the web within 72 hours of receipt of the examination papers. Part B results should be available within one calendar month of the examination date.

GRADING SYSTEM:

Graded A* – E

The *ifs* Level 3 Certificate in Financial Studies has been allocated UCAS Tariff points as follows:

Grade	UCAS Tariff points
A*	70
A	60
B	50
C	40
D	30
E	20

For more information on the UCAS Tariff, please see Appendix B.

PROGRESSION/ARTICULATION:

CeFS provides underpinning knowledge for, and a pathway into, study for other *ifs* qualifications including the Level 3 Diploma in Financial Studies and the *ifs* higher education degree programmes. CeFS also aids entry into other higher education programmes and provides a good basis from which to pursue a career in the financial services industry.

ifs Level 3 Diploma in Financial Studies (QAN 600/8551/4)

QUALIFICATION ABBREVIATION

DipFS

QCF LEVEL:

Level 3

BACKGROUND:

The *ifs* Level 3 Diploma in Financial Studies (DipFS) consists of the *ifs* Level 3 Certificate in Financial Studies (CeFS) units and two additional units. The additional units apply learners' knowledge to the broader financial environment: the financial planning element introduced in the CeFS units becomes more dynamic and flexible, as the learners become more aware of the (financial) environment within which they live and the importance of financial sustainability.

DATE OF FIRST TEACHING:

2013

DATE OF FIRST AWARD:

2015

NUMBER OF UNITS/STRUCTURE:

Four units:

Unit 1: Financial Capability for the Immediate and Short Term

Unit 2: Financial Capability for the Medium and Long Term

Unit 3: Sustainability of an Individual's Finances

Unit 4: Sustainability of the Financial Services System

ASSESSMENT METHOD:

Electronic and paper-based examination.

Unit 1: Financial Capability for the Immediate and Short Term

The assessment consists of three components. Part A – thirty-five multiple-choice questions in a forty-five minute examination. This component of the examination is worth thirty-five marks. Part B – pre-release case study requiring essay responses to five questions. This component is worth sixty marks and will be a one hour and forty-five minute examination. Part B will also assess spelling, punctuation and grammar. This component is worth five marks, bringing the total marks for Part B to sixty-five.

Unit 2: Financial Capability for the Medium and Long Term

The assessment consists of three components. Part A – thirty-five multiple-choice questions in a forty-five minute examination. This component of the examination is worth thirty-five marks. Part B – pre-release case study requiring essay responses to five questions. This component is worth sixty marks and will be a one hour and forty-five minute examination. Part B will also assess spelling, punctuation and grammar. This component is worth five marks, bringing the total marks for Part B to sixty-five.

Unit 3: Sustainability of an Individual's Finances

The assessment consists of three components. Part A – thirty-five multiple-choice questions in a one hour examination. This component of the examination is worth thirty five marks. Part B – pre-release case study requiring essay responses to five questions. This component is worth sixty marks and will be a two hour examination. Part B will also assess spelling, punctuation and grammar. This component is worth five marks, bringing the total marks for Part B to sixty-five.

Unit 4: Sustainability of the Financial Services System
The assessment consists of three components. Part A – thirty-five multiple-choice questions in a one hour examination. This component of the examination is worth thirty five marks. Part B – pre-release case study requiring essay responses to five questions. This component is worth sixty marks and will be a two hour examination. Part B will also assess spelling, punctuation and grammar. This component is worth five marks, bringing the total marks for Part B to sixty five.

EXAMINATION TIMING:

Examinations for each unit will take place at the end of study of the respective unit. Part A examinations will be held during a one week period at a set time. Part B examinations will be held on one day during the week following the Part A examinations.

DATE OF RESULT PUBLICATION:

The results for Part A of each Unit are available via the web within 72 hours of receipt of the examination papers. Part B results should be available within one calendar month of the examination date.

GRADING SYSTEM:

Graded A* – E

The *ifs* Level 3 Diploma in Financial Studies has been allocated UCAS Tariff points as follows:

Grade	UCAS Tariff points
A*	140
A	120
B	100
C	80
D	60
E	40

Please note that the new QCF version of the Diploma includes the content of the Certificate. Therefore Tariff points cannot be counted for both qualifications as they could for the NQF versions.

For more information on the UCAS Tariff, please see Appendix B.

PROGRESSION/ARTICULATION:

DipFS provides underpinning knowledge for, and a pathway into, study for other *ifs* qualifications including the *ifs* higher education degree programmes. DipFS also aids entry into other higher education programmes and provides a good basis from which to pursue a career in the financial services industry.

International Baccalaureate

The International Baccalaureate (IB) is a non-profit educational organisation that was established in 1968.

The IB offers programmes to a wide variety of schools located throughout the world, including:

- the Diploma Programme, for students aged 16-19 in the final two years of school before university
- the Career-related Certificate, for students aged 16-19 in the final two years of school before university or employment
- the Middle Years Programme, for students aged 11 to 16
- the Primary Years Programme (PYP), for students aged three to 12.

There are 3,717 schools (IB World Schools) that are authorised to offer International Baccalaureate programmes in 146 countries.

International Baccalaureate Diploma

QUALIFICATION ABBREVIATION:

IB

NQF LEVEL:

Level 3

BACKGROUND:

The International Baccalaureate Diploma Programme is an international academic qualification administered by the International Baccalaureate (IB). It is a two-year academically rigorous pre-university programme designed, amongst a variety of broader aims, to promote international mindedness.

All students, irrespective of their particular interests, are required to follow six subjects in a range of disciplines. At least three and not more than four of these must be at Higher level (HL) and three (or two if four HL courses are completed) at Standard level (SL). The recommended minimum classroom contact time for each HL is 240 hours, and for each SL, 150 hours over the two-year period of the programme. The examined subjects must include two languages, one subject from Individuals and societies, an Experimental science, Mathematics and one further option. All subjects are designed to incorporate international perspectives. The IB has three working languages, English, French and Spanish, and almost all examination papers are available in each of these languages.

The six subjects are bound together in a coherent form by the 100-hour theory of knowledge course followed by all students, and by an extended essay which demonstrates research skills. A further requirement is that candidates be involved in 150 hours of creativity, action and service (CAS), which supports the philosophy of a holistic international education.

Only an authorised IB World School that meets the IB's standards and practices can enter candidates for IB qualifications. The Diploma programme is designed as a two-year course of study, although in exceptional cases a maximum of two SL subjects may be taken as one year courses. All HL courses, at least one SL course and the core must be completed over two years.

DATE OF FIRST AWARD:

1970

NUMBER OF UNITS/STRUCTURE:

Candidates choose six subjects, at least three and not more than four at higher level and three (or two if four HL courses are completed) at standard level. Candidates choose their programmes of six subjects by selecting one each from the following six groups. Alternatively a candidate may offer, instead of a Group 6 subject, a third modern language, a second subject from Individuals and societies, a second subject from experimental sciences or further mathematics HL or computer science. Students therefore study all subject areas, gaining a depth at Higher Level similar to that at A level. In most cases, standard level subjects maintain similar depth to those at Higher level, but with reduced course content.

Group 1 – Studies in language and literature

These courses are designed for students' best language for academic work. Courses available in this group are:

- Language A: Literature Higher level
- Language A: Literature Standard level
- Language A: Language and Literature Higher level
- Literature and Performance Standard level.

Group 2 – Language Acquisition

Language B Higher level and Language B Standard level:
A foreign language course for students with previous experience of learning the language. The main focus of the programme is on language but a variety of texts also forms part of the course. Classical Greek and Latin can also be studied as a group 2 course.

Or

Ab initio:

A foreign language learning course over two years at SL for students with no previous experience of learning the target language.

Group 3 – Individuals and societies

Business and management

Economics

Environmental system and societies (SL) (this is an interdisciplinary subject and can be taken through group 3 and group 4)

Geography

History

Information technology in a global society

Philosophy

Psychology

Social and cultural anthropology

Group 4 – Experimental sciences

Biology

Chemistry

Computer Science

Design technology

Environmental system and societies (SL only)

Environmental system and societies (SL) (interdisciplinary)

Physics

Sports, exercise and health science (SL)

Group 5 – Mathematics

Mathematical studies SL – for students with varied backgrounds and abilities who do not anticipate a need for mathematics in their future studies.

Mathematics SL – for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

Mathematics HL – for students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology.

Further mathematics HL – for students with a good background in mathematics who have attained a high degree of competence in a range of analytical and technical skills. Most of these students intend to study mathematics at university, either as a subject in its own right or as a major component of a related subject. The course is designed specifically to allow students to learn about a variety of branches of mathematics in depth and also to appreciate practical applications.

Group 6 – Arts

Music

Theatre

Visual arts

Film

Literature and Performance (interdisciplinary)

All Diploma Programme candidates will also undertake:

A) Theory of knowledge – a 100-hour course taught over two years, which is an interdisciplinary requirement intended to stimulate critical reflection on knowledge and issues.

B) Extended essay – a substantial piece of independent research work about 4,000 words long. It must be written in a Diploma Programme subject. 50 hours.

C) Creativity, action, service (CAS) – the CAS programme is provided by the school and monitored by the IB. 150 hours.

ASSESSMENT METHOD:

Assessment in the IB varies widely across the disciplines and includes multiple choice, essay, data analysis, short answer and structured questions. In most subjects the teachers contribute 20% of the marks through internal assessment which are then moderated by external examiners. Students are assessed on the whole course in final examinations held at the end of the two years. The courses are not modular. Candidates not completing all the requirements for a Diploma may be awarded certificates for individual subjects. Assessment procedures are kept constantly under review to ensure both integrity and quality. Their validation includes, amongst other activities, question paper and marking scheme review by external advisers, standardisation of examiners, marking, moderation, grade awarding and arbitration procedures, an enquiry upon results service, and public reporting of statistics.

EXAMINATION TIMING:

May and November.

DATE OF RESULT PUBLICATION:

Early July and early January.

GRADING SYSTEM:

Each subject is graded 1–7 (7 being the highest).

The recommendation for the award of the final grade in each subject is normally the responsibility of the Chief Examiner. A grade will not normally be awarded to a candidate in any subject for which any of the required assessment components have not been completed.

All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the Diploma.

The Diploma will be awarded to a candidate whose total score is 24, 25, 26 or 27 points, provided all the following requirements have been met:

- numeric grades have been awarded in all six subjects registered for the diploma
- all CAS requirements have been met
- at least a grade D has been awarded for both theory of knowledge and the extended essay
- there is no grade 1 in any subject
- there is no grade 2 at HL
- there is no more than one grade 2 at SL

- (g) overall, there are no more than three grades 3 or below
- (h) at least 12 points have been gained on HL subjects (candidates who register for four HL subjects must gain at least 16 points at HL)
- (i) at least nine points have been gained on SL subjects (candidates who register for two SL subjects must gain at least six points at SL)
- (j) the candidate has not been found guilty of malpractice by the IB organisation

The Diploma will be awarded to a candidate whose total score is 28 points or above, provided all the following requirements have been met:

- (a) numeric grades have been awarded in all six subjects registered for the diploma
- (b) all CAS requirements have been met
- (c) grades A (highest) to E (lowest) have been awarded for both theory of knowledge and an extended essay, with a grade of at least D in one of them
- (d) there is no grade 1 in any subject
- (e) there is no more than one grade 2 at HL
- (f) there are no more than two grades 2 at SL
- (g) overall, there are no more than three grades 3 or below
- (h) at least 11 points have been gained on HL subjects (candidates who register for four HL subjects must gain at least 14 points at HL)
- (i) at least eight points have been gained on SL subjects (candidates who register for two SL subjects must gain at least five points at SL)
- (j) the candidate has not been found guilty of malpractice by the IB organisation

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma.

Award of International Baccalaureate Courses

A candidate who is not registered for the full Diploma may register for examination in one or more subjects.

Such a candidate is classified as a Diploma Programme (DP) course student and receives a certificate recording the result(s) obtained in each subject. Candidates who have registered for the full Diploma, but who have not fulfilled all the requirements for the award, will receive a certificate indicating the results obtained in individual DP courses. A Diploma candidate who wishes to register for more than the six subjects required for the Diploma may register for one or more additional subjects at HL.

The IB Diploma Programme is recognised by Ofqual as an accredited qualification. The IB is recognised by UK HEIs as fulfilling the minimum matriculation requirements for entry. The IB recommends that institutions make offers to applicants based on a total points acquisition by the candidate. Offers to IB students that are expressed in terms of gaining the Diploma and with specific grades, usually in HL subjects, should not be made by equating IB grades to GCE A level grades. No formal equivalence exercise has been conducted on IB higher level courses and A levels, therefore, it is not possible to make comparisons on the basis of any external evidence. This approach also does not take account of, and give credit to, the breadth of study required in the IB Diploma Programme.

The IB Diploma Programme has been allocated the following UCAS Tariff points:

Grade	UCAS Tariff points
45	720
44	698
43	676
42	654
41	632
40	611
39	589
38	567
37	545
36	523
35	501
34	479
33	457
32	435
31	413
30	392
29	370
28	348
27	326
26	304
25	282
24	260

For more information on the UCAS Tariff, please see Appendix B.

International Baccalaureate (IB) courses*

Higher Level		Standard Level		Core requirements**	
Grade	Tariff points	Grade	Tariff points	Grade	Tariff points
7	130	7	70	3	120
6	110	6	59	2	80
5	80	5	43	1	40
4	50	4	27	0	10
3	20	3	11		

*Points for IB courses come into effect for entry into higher education from 2010 onwards.

**Students who register for an IB Diploma but do not successfully complete all elements can achieve UCAS Tariff points from their achievement in individual courses and the core requirements of the Diploma curriculum. Certificates in extended essay and theory of knowledge have now been individually accredited by IBO and have been allocated Tariff points in their own right. These are awarded when the certificates are taken individually.

For more information on the UCAS Tariff, please see Appendix B.

International Baccalaureate Career-related Certificate

QUALIFICATION ABBREVIATION:
IBCC

NQF LEVEL:
Level 3

BACKGROUND:
The IBCC (International Baccalaureate Career-related Certificate) is an IB programme designed to be taken over two years, and to complement career-related/vocational courses. It is the school's responsibility to determine the appropriate career-related/vocational course that is linked to the IBCC, and should be determined by the

local context and aligned with student needs, whether they are used to support further studies or to assist direct employment opportunities. The IB is not responsible for the choice and administration of the career-related/vocational course offered to students; however, schools need to ensure that the course is recognised by local, national or international authorities, and that it is usually taken over a two year period.

The IBCC:

- provides flexibility to allow for local differences
- is relevant and creative
- sets appropriate and achievable attainment requirements
- encourages significant school and student input in the curriculum and assessment
- provides breadth and balance

DATE OF FIRST AWARD:

May 2009

NUMBER OF UNITS/STRUCTURE:

The IBCC is a framework that consists of three key elements:

- 1: Candidates choose a minimum of two IB Diploma Programme courses from any of the six Diploma groups, at Higher Level (HL), Standard Level (SL) or a combination of both.
- 2: In addition to the Diploma courses requirements, students must also complete the IBCC core which consists of an internally assessed Approaches to Learning course and Community and Service programme as well as an internally assessed and externally moderated Reflective Project. Students must also complete a language development course relevant to their needs.
- 3: The above requirements must all be studied concurrent with a career-related course of study.

ASSESSMENT METHOD:

With regard to the Diploma courses, assessment in the IB varies widely across the disciplines and includes externally assessed multiple choice, essay, data analysis, short answer and structured questions. In most subjects the teachers contribute 20% of the marks through internal assessment which is then moderated by external examiners. Students are assessed on the whole course in final examinations held at the end of the two years. The courses are not modular. Assessment procedures are kept constantly under review to ensure both integrity and quality. Their validation includes, amongst other activities, question paper and marking scheme review by external advisers, standardisation of examiners, marking, moderation, grade awarding and arbitration procedures, an enquiry upon results service, and public reporting of statistics.

The Approaches to Learning and Community and Services aspects of the IBCC are internally assessed and can take the form of either formative or summative assessment. The Reflective Project is internally assessed and externally moderated against rigorous assessment criteria. In the case of the language development course, schools can offer a wide range of provision, e.g. an externally assessed course or an internally assessed module. The requirement is that students must fulfill the minimum requirements as set out in the Guide.

EXAMINATION TIMING:

May and November.

DATE OF RESULT PUBLICATION:

Early July and early January.

GRADING SYSTEM:

Each Diploma course is graded 1-7 (see the information on IB Diploma Courses above). The recommendation for the award of the final grade in each subject is normally the responsibility of the Chief Examiner. A grade will not normally be awarded to a candidate in any subject for which any of the required assessment components have not been completed.

The Reflective Project is marked out of 30 and graded A-E.

All assessment components for the IBCC core must be completed in order to qualify for the award of the IBCC.

The Career-related Certificate of the International Baccalaureate and the statement of results will be issued subject to satisfactory completion of the following requirements by a student.

- A level 3 or above in two Diploma courses.
- A level D or above in the Reflective Project.
- Satisfactory completion of the internally assessed aspects of the IBCC core (Language development, Community and Service and Approaches to Learning).

Students must also complete a concurrent course of study in a recognised career-related field of choice. This must be a Level 3 course for UK-based students.

Where a student does not satisfy the requirements for the award of the Career-related Certificate of the International Baccalaureate, they will be eligible to receive only the statement of results.

UCAS Tariff points are currently available for the individual IB subject components and the vocational elements of the IBCC but are not currently available for the IBCC core. However, HEPs are encouraged to consider the skills students develop on the core, including the graded Reflective Project.

PROGRESSION/ARTICULATION:

The IBCC prepares students for flexibility and mobility in a range of employment opportunities as well as continuing lifelong learning. Employers have as an emphasis, the importance of work ethic and values, maturity and responsibility, linguistic proficiency and critical-thinking skills, as well as job-specific skills. These 'life skills' ensure adaptability in a society whereby jobs are created and eliminated annually. Further Education institutions including universities place emphasis on academic strength, curriculum fit and reading and writing skills – all of which IBCC students experience during their two years of study. This blend of learning styles ensures that multiple pathways are enabled for more students.

International Baccalaureate Middle Years Programme (MYP)

QUALIFICATION ABBREVIATION:

MYP

BACKGROUND:

The Middle Years Programme (MYP) offered by the International Baccalaureate (IB) provides a framework of academic and life skills for students aged 11–16. The five-year programme follows on from the IB's Primary Years Programme and serves as a preparation for the IB's Diploma Programme.

The MYP provides a framework of concepts, skills, objectives and assessment criteria in eight subject groups and a pedagogy aimed at engaging students in disciplinary understanding by exposure to authentic connections, as well as developing their awareness of the relationships between disciplines.

The MYP is guided by the following three fundamental concepts, rooted in the IB mission statement: communication, intercultural awareness and holistic learning.

The 'areas of interaction' are at the core of the programme, providing the contexts for curriculum planning and an opportunity for teachers' and students' interaction with authentic situations. Students develop an understanding of each through contribution in all subjects. They are grouped as: approaches to learning, community and service, health and social education, environments and human ingenuity. These pervade and recur throughout the five years of the MYP, through the eight subject groups, and also through interdisciplinary teaching and projects, whole-school activities and the MYP personal project. The areas of interaction are not directly assessed nor awarded individual grades, since they are perspectives rather than subjects.

In the last year of the MYP, students complete the personal project, a significant body of work, the product of the student's own initiative and creativity. The personal project must reflect a personal understanding of the areas of interaction and the application of skills acquired through approaches to learning. MYP students are expected to choose their project, which can take many forms, and take the process to completion with the supervision of an adult in the school. The personal project forms part of the assessment scheme of the MYP. It involves planning, research and a high degree of personal reflection.

All schools are expected to develop their own written curriculum following the guidelines provided by the IB and ensuring students will be able to meet the objectives for the final year of the programme. In doing so, schools may need to consider any national or local requirements about mandated curricula, provided the integrity of the MYP is respected at all times.

The MYP subject groups:

- Arts – visual arts and performing arts
- Humanities – studies of individuals, societies and environment including subjects such as history, geography, economics, politics, civics, sociology, anthropology and/or psychology
- Language A – student's best language, usually the school's language of instruction
- Language B – a modern foreign language learned at school
- Mathematics – course includes the five branches of mathematics: number, algebra, geometry and trigonometry, probability and statistics, and discrete mathematics
- Physical Education – course includes health and fitness, individual and team sports
- Sciences – biology, chemistry, physics
- Technology – computer and design technology.

MYP authorisation and programme evaluation of schools: all schools undergo an authorisation visit, following a minimum of one year as a candidate school. Four years after authorisation and then every five years, the school receives a programme evaluation visit, which is

the culmination of a detailed self-study process. The IB standards and practices provide the framework towards authorisation and programme evaluation.

ASSESSMENT:

Teachers assess students' work with guidance from IB according to prescribed, published criteria which state final levels of achievement in each discipline for the final year of the programme. All schools must assess their students with the published assessment criteria in the final year. The IB also provides recommended interim assessment criteria based on the objectives for each of the subject groups for years 1 and 3 of the five-year programme. Schools can opt for the MYP certificate, accompanied by a record of achievement issued by the IB. These are formal documents limited to schools that offer the last year of the programme and elect to have their own student assessment validated by IB through a rigorous and quality assured process of external moderation.

The IB will issue an MYP certificate to each student who satisfies the following conditions. The student must:

- be registered, and have gained at least a grade 2 in at least one subject per subject group of the MYP. (Please note that a second language A may be taken instead of a language B.)
- have gained at least a grade 3 for the personal project
- have participated in the programme for at least the final two years
- have met the expectations of community and service to the satisfaction of the school
- have gained a grade total of at least 36 from the eight subject groups and the personal project combined, out of a possible maximum of 63. (This total and the maximum will be different in the case of the mother-tongue language option or if a student has gained an exemption due to special educational needs.) If more than one subject has been entered in a given subject group, only the single best grade will count towards certification, although all subject results will appear on the MYP record of achievement.

The IB also provides all schools with a portfolio of achievement for each student. This allows the school to document the student's accomplishments at the end of the course. The portfolio includes papers from the IB describing the programme. The school may add its own certificates, academic results and awards, a self-evaluation by the student, information about community and service, the personal project and any other achievements. Schools not applying for MYP certificates are required to regularly submit samples for the process of monitoring of assessment to ensure they comply with the assessment requirements of the programme.

GENERAL GRADE DESCRIPTORS:

Grade 1 – Minimal achievement in terms of the objectives.

Grade 2 – Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.

Grade 3 – Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.

Grade 4 – A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.

Grade 5 – A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.

Grade 6 – A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.

Grade 7 – A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.

International General Certificate of Secondary Education (IGCSE)/ International Certificate of Education (ICE)/Ordinary Level (O Level)

The International General Certificate of Secondary Education (IGCSE) is offered by two awarding organisations, International Examinations and Pearson Edexcel. Since September 2010 a range of IGCSE subjects have been accredited by Ofqual and currently receive funding for teaching in state schools.

Cambridge International Examinations

Further information on Cambridge International Examinations IGCSE, ICE and O level can be found on page 47.

Pearson Edexcel

BACKGROUND:

Pearson Edexcel's International GCSE qualifications were developed in order to provide recognition and progression opportunities for international students. First teaching took place in September 2003. Revised specifications were developed for first teaching in September 2009. The revised International GCSE qualifications replace legacy O levels and existing IGCSEs, incorporating the best features of both. They aim to be modern, relevant and academically rigorous. There is a full suite of 40 subjects. The following subjects are now also available for teaching in UK state schools: English Language A, English Literature, Science (Double Award), Biology, Chemistry, Physics, Mathematics A, History, Geography, Modern Foreign Languages (Chinese, French, German and Spanish) These are accredited as Level 1/Level 2 Certificates. On successful completion of these qualifications students can choose to

further their study by taking GCE AS and A levels or other equivalent qualifications such as Pearson BTECs or the International Baccalaureate.

GRADING SYSTEM:

The International GCSE is graded A*-G, and is considered to be comparable to GCSE on a subject for subject basis.

Malvern Literature Certificate

QUALIFICATION ABBREVIATION:

MLC

BACKGROUND:

This is Malvern College's own English literature GCSE equivalent that was developed in response to frustrations with the existing qualifications. The aims were to offer its students a broader literary experience in preparation for both A level and IB literature courses and to allow greater freedom to choose from a wider range of literature. This was done whilst retaining a core of conventional literary study that would be expected to be at the heart of any literature GCSE. We continue to require that all students complete English Language IGCSE.

DATE OF FIRST TEACHING:

September 2009

DATE OF FIRST AWARD:

August 2011

PREREQUISITES:

Any student considered capable of tackling GCSE English would be eligible to take the Malvern Literature Certificate.

NUMBER OF UNITS/STRUCTURE:

Unit 1: Coursework essay on prose fiction
Unit 2: Coursework essay on drama other than Shakespeare
Unit 3: Coursework essay on a Shakespeare play
Unit 4: Coursework essay on poetry or prose
Unit 5: Individual oral commentary on poetry or prose
Unit 6: Unseen poetry commentary examination
Unit 7: Completion of a reading and writing journal

ASSESSMENT METHOD:

All work is internally marked and moderated. The assessment criteria have been developed in order that the demands of the course are at least equivalent to those of a conventional English Literature GCSE. A selection of completed folders from across the mark range are externally moderated. The external moderation is currently done by the Head of English at another school that does its own GCSE equivalent literature course.

EXAMINATION TIMING:

All work has to be completed by the end of June.

DATE OF RESULT PUBLICATION:

Same day as GCSE results.

GRADING SYSTEM:

Same as GCSE: A* to U

QUALITY ASSURANCE:

The work for the examination is externally moderated.

PROGRESSION/ARTICULATION:

The course content is regularly assessed and reviewed. A significant proportion of those who took the certificate last summer have gone on to study English literature in the sixth form, either at A level, or at Standard or Higher level for the International Baccalaureate.

National Vocational Qualification (NVQ)

QUALIFICATION ABBREVIATION:

NVQ

NQF LEVEL:

Levels 1–5 (some NVQs have not revised their levels according to the new QCF framework)

QCF LEVEL:

Levels 1-7

BACKGROUND:

National Vocational Qualifications (NVQs) are work-related, competence-based qualifications. They reflect the skills and knowledge needed to do a job effectively and show that a candidate is competent in the area of work the NVQ framework represents.

NVQs are based directly on the National Occupational Standards (NOS) defined by Sector Skills Councils and other recognised Standards-Setting Bodies. These standards are statements of performance that describe what competent people in a particular occupation are expected to be able to do. They cover all the main aspects of an occupation, including current best practice, the ability to adapt to future requirements and the knowledge and understanding that underpin competent performance. NVQs assess occupational competence against the requirements of the NOS. Assessment is mainly through performance in the workplace, but may also include oral and written questioning, according to whatever is most appropriate to demonstrate that the individual can perform the task to the required standard. NVQs are now available for almost all occupations in the UK. NVQs must include an element of assessment which is demonstrably independent of anyone who may have a vested interest in the outcome.

Since December 2010, most NVQs have been replaced by qualifications which are accredited within the QCF. The QCF regulations state that the term 'NVQ' can be used in the title of QCF qualifications to help indicate that assessment was competency based. Some Sector Skills Councils are retaining the word 'NVQ' in the titles of these new QCF qualifications, but others are not.

For more details on NVQs, visit www.gov.uk/browse/education

Details of the titles and constituent units of all accredited NVQs can be found in the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

The NQF and QCF establish parity of esteem between NVQs, regardless of which awarding organisation awards them.

Applicants to HE with NVQs as main entry qualifications are likely to offer NVQ at Level 3. These applicants should be judged on their merits alongside those with qualifications such as GCE A and AS level. Such applicants are likely to offer, in particular:

- a high level of technical competence in their specialist areas
- practical experience of work and the associated maturity
- high skills levels
- portfolios of evidence
- ability to assimilate knowledge and apply it in practice

- a high level of self-reliance.

A large number of candidates already in the workplace will have gained NVQs. These qualifications may therefore be useful in supplying accreditation of achievement, which would otherwise need to be judged through the Accreditation of Prior Experiential Learning.

NVQs also often form part of the content of Apprenticeships.

DATE OF FIRST AWARD:

1992

NUMBER OF UNITS/STRUCTURE:

All NVQs are unit-based and allow candidates to accumulate unit certification until the complete NVQ award is achieved. Each unit is written in the form of outcomes describing what a candidate must be able to do, know and understand, and the context in which the assessment should take place.

ASSESSMENT METHOD:

Competence-based assessment, mainly within the workplace.

Assessment of NVQs is independent of any learning involved or the time taken.

GRADING SYSTEM:

As NVQs define competence, candidates are either 'competent' or 'not yet competent' to perform at the required level. They are therefore generally graded Pass/Fail.

QUALITY ASSURANCE:

Internal and external verification.

PROGRESSION/ARTICULATION:

Single units may be certificated.

NCC Education

NCC Education is a global provider of British higher education and a recognised UK awarding body. NCC Education has been providing programmes in Business and IT, ranging from foundation to master's level since 1966. Today students are able to study for qualifications at one of over 200 Accredited Partner Centres, either in their home country or in the UK.

NCC Education is accredited by Ofqual in England to award diplomas in the computing and business fields within the QCF at levels equivalent to foundation, undergraduate and postgraduate qualifications in the university system.

NCC Education provides programmes which are designed to maximise students potential, by equipping them with the required skills and knowledge to pursue further academic study or enter a career of their choice.

NCC Education International Foundation Year

QUALIFICATION ABBREVIATION:

IFY

NQF LEVEL:

Level 3

BACKGROUND:

A one-year programme for speakers of English as a foreign language who are seeking entrance to a university bachelor's programme or the NCC Education Level 4 Diplomas in Business, Computing or Business IT.

The programme covers English language, study skills, mathematical technique, culture studies and introduces students to the world of business IT.

PREREQUISITES:

Students must have successfully completed secondary education in an appropriate range of subjects and have a valid score of 4.5 or above in the International English Language Testing System (IELTS), or the required minimum result in the Standard English Language Placement Test (SEPT).

DATE OF FIRST TEACHING:

2005

NUMBER OF UNITS/STRUCTURE:

The programme consists of the following six compulsory modules: Developing English Language Skills, Advanced English Language Skills, English for Academic Purposes, Study Skills, Culture Studies, Foundation Mathematics. A further two modules are chosen from the following four electives: Introduction to Computing, Introduction to Programming, Introduction to Business, Introduction to Accounting and Economics.

Students must pass all eight modules to be awarded the qualification.

ASSESSMENT METHODS:

Assessed by assignment and examination.

EXAMINATION TIMING:

January, April, June, September

GRADING SYSTEM:

Pass, Merit or Distinction (percentage marks available for each module).

PROGRESSION/ARTICULATION:

Students can continue their NCC Education International Degree journey with the Level 4 Diploma in Business, Level 4 Diploma in Business IT or Level 4 Diploma in Computing.

Alternatively students can apply to over 40 universities which accept NCC Education IFT graduates onto the first year of their degree programmes.

NCC Education Level 3 Diploma in Business (QCF)

QUALIFICATION ABBREVIATION:

L3DB

QCF LEVEL:

Level 3

BACKGROUND:

An introduction to business which equips students with the necessary skills for entry to NCC Education's Level 4 Diploma in Business programme. The Level 3 Diploma in Business (L3DB) provides students with a broad but secure foundation in the fundamental concepts of business, effective and practical IT skills and the essential study skills necessary to succeed at undergraduate level.

PREREQUISITES:

Students must be able to demonstrate that they have previously studied English at secondary school level, or have a valid score of 5.5 or above in the International English Language Testing System (IELTS).

DATE OF FIRST TEACHING:

2009

NUMBER OF UNITS/STRUCTURE:

The programme consists of five compulsory modules as follows: Study and Communication Skills, Mathematical Techniques, IT Skills, Introduction to Business, Introduction to Accounting and Economics. Students must pass all five compulsory modules to be awarded the qualification.

ASSESSMENT METHODS:

Assessed by assignment and examination.

EXAMINATION TIMING:

December, March, June, September

GRADING SYSTEM:

Pass, Merit or Distinction

PROGRESSION/ARTICULATION:

Successful graduates will be eligible for entry onto the NCC Education Level 4 Diploma in Business or Business IT programmes.

NCC Education Level 3 Diploma in Computing (QCF)

QUALIFICATION ABBREVIATION:

L3DS

QCF LEVEL:

Level 3

BACKGROUND:

An introduction to computing which provides students with a broad but secure foundation in the fundamental concepts of computing and the essential study skills needed to succeed at undergraduate level. Students will be introduced to programming and mathematical techniques which will assist them in their understanding of computing and their future studies.

PREREQUISITES:

Students must be able to demonstrate that they have previously studied English at secondary school or have a valid score of 5.5 or above in the International English Language Testing System (IELTS).

DATE OF FIRST TEACHING:

2012

NUMBER OF UNITS/STRUCTURE:

The programme consists of the following five compulsory modules: Study and Communication Skills, Mathematical Techniques, IT Skills, Introduction to Computing and Introduction to Programming. Students must pass all five modules to be awarded the qualification.

ASSESSMENT METHODS:

Assessed by assignment and examination.

EXAMINATION TIMING:

December, March, June, September

GRADING SYSTEM:

Pass, Merit or Distinction

PROGRESSION/ARTICULATION:

The programme allows progression to the NCC Education Level 4 Diploma in Computing or Business IT programmes.

NCC Education Level 4 Diploma in Computing (QCF)

QUALIFICATION ABBREVIATION:

L4DC

QCF LEVEL:

Level 4

BACKGROUND:

A one-year, classroom-based academic programme, which equips students with fundamental skills and knowledge in computing. Upon completion of the programme students will be competent in the development, testing and maintenance of software and database systems. The programme is aimed at students seeking undergraduate entry onto the NCC Education International Degree Journey in computing or those wishing to progress to study at universities with which NCC Education has articulation agreements. Alternatively, the programme helps those who are looking to improve their career prospects or gain employment within the IT sector.

PREREQUISITES

On entry students must have one of the following:

- NCC Education International Foundation Year (IFY) or Level 3 Diploma in Computer Studies (L3DCS) qualification
- A local or international qualification deemed to be of a similar level to the IFY or L3DCS programmes. These shall be agreed in advance with NCC Education
- At least one A level pass or 80 points on the UCAS Tariff for relevant qualifications
- Mature students need to demonstrate over two years' relevant work experience and also hold an O level/ GCSE English and mathematics or equivalent.

Applicants who are not NCC Education graduates or whose first language is not English need to obtain a valid score of 5.5 or above in the International English Language Testing System (IELTS) examination or equivalent.

DATE OF FIRST TEACHING:

2011

NUMBER OF UNITS/STRUCTURE:

The programme consists of a total of eight core modules: skills for Computing, Computer Networks, Computer Systems, Designing and Developing a Website, Databases, Designing and Developing Object-oriented Computer Programmes, Software Development Techniques, Office Solutions Development. Students must pass all eight modules to be awarded the qualification.

ASSESSMENT METHODS:

Assessed by assignment and examination.

EXAMINATION TIMING:

March, June, September, December

GRADING SYSTEM:

Pass, Merit or Distinction

PROGRESSION/ARTICULATION:

Upon successful completion, students can use the qualification to secure employment in the IT sector, or continue their studies on to the Level 5 Diploma in Computing (L5DC).

Alternatively students can apply to one of the universities which accept NCC Education graduates onto the second year of their degree programmes.

NCC Education Level 4 Diploma in Business Information Technology (QCF)

QUALIFICATION ABBREVIATION:

L4DBIT

QCF LEVEL:

Level 4

BACKGROUND:

A one-year, classroom-based academic programme, which provides students with a comprehensive understanding of computing, communication and business skills. Upon completion of the programme students will be able to demonstrate a clear understanding of computing systems. Students will also gain a solid foundation and breadth of knowledge in business.

The programme is aimed at students seeking undergraduate entry onto the NCC Education International Degree Journey in Business IT or those wishing to progress to study at universities with which NCC Education has articulation agreements. Alternatively, the programme helps those who are looking to improve their career prospects or gain employment within the IT sector.

PREREQUISITES

On entry students must have one of the following.

- NCC Education International Foundation Year (IFY), Level 3 Diploma in Computer Studies (L3DCS) or Level 3 Diploma in Business (L3DB) qualification
- A local or international qualification deemed to be of a similar level to the IFY, L3DCS or L3DB programme. These shall be agreed in advance with NCC Education
- At least one A level pass or 80 points on the UCAS Tariff for relevant qualifications
- Mature students need to demonstrate over two years' relevant work experience and also hold an O level/ GCSE English and mathematics or equivalent.

Applicants who are not NCC Education graduates, or whose first language is not English, will need to obtain a valid score of 5.5 or above in the International English Language Testing System (IELTS) examination or equivalent

DATE OF FIRST TEACHING:

2011

NUMBER OF UNITS/STRUCTURE:

The programme consists of a total of eight core modules: Skills for Computing, Computer Networks, Computer Systems, Designing and Developing a Website, Databases, eBusiness, Essentials of Management, Understanding Business Organisations.

Students must pass all eight modules to be awarded the qualification.

ASSESSMENT METHODS:

Assessed by assignment and examination.

EXAMINATION TIMING:

December, March, June, September

GRADING SYSTEM:

Pass, Merit or Distinction

PROGRESSION/ARTICULATION:

Upon successful completion, students can use the qualification to secure employment in the IT sector or continue their studies on to the Level 5 Diploma in Business IT (L5DBIT)

Alternatively students can apply to one of the universities which accept NCC Education graduates onto the second year of their degree programmes.

NCC Education Level 4 Diploma in Business (QCF)

QUALIFICATION ABBREVIATION:

L4DB

QCF LEVEL:

Level 4

BACKGROUND:

A one-year, classroom-based academic programme, which provides students with a broad introduction to the many aspects of international business in today's world. Upon completion of the programme students will be able to demonstrate a clear understanding of business principles and concepts. Students will also gain a solid foundation and breadth of knowledge in business management, economics and eBusiness.

The programme is aimed at students seeking undergraduate entry onto the NCC Education International Degree Journey in Business, or those wishing to progress to study at universities with which NCC Education has articulation agreements. Alternatively, the programme helps those who are looking to improve their career prospects or gain employment within the Business sector.

PREREQUISITES:

On entry students must have one of the following:

- NCC Education International Foundation Year (IFY) or Level 3 Diploma in Business (L3DB) qualification
- A local or international qualification deemed to be of a similar level to the IFY or L3DB programme. These shall be agreed in advance with NCC Education
- At least one A level pass or 80 points on the UCAS Tariff for relevant qualifications
- Mature students need to demonstrate over two years' relevant work experience and also hold an O level/ GCSE English and mathematics or equivalent.

Applicants who are not NCC Education graduates, or whose first language is not English, will need to obtain a valid score of 5.5 or above in the International English Language Testing System (IELTS) examination or equivalent.

DATE OF FIRST TEACHING:

2004

NUMBER OF UNITS/STRUCTURE:

The programme consists of a total of eight core modules: Essentials of Management, Fundamentals of Economics, Communications for Business, Understanding Business Organisations, Business Mathematics, Introduction to Finance, eBusiness, Principals of Marketing. Students must pass all eight modules to be awarded the qualification.

ASSESSMENT METHODS:

Assessed by either examination or assignment.

EXAMINATION TIMING:

March, June, September, December

GRADING SYSTEM:

Pass, Merit or Distinction

PROGRESSION/ARTICULATION:

Upon successful completion, students can use the qualification to secure employment in the business sector or continue their studies on to the Level 5 Diploma in Business (L5DB).

Alternatively students can apply to one of the universities which accept NCC Education graduates onto the second year of their degree programmes.

NCC Education Level 5 Diploma in Computing (QCF)

QUALIFICATION ABBREVIATION:

L5DC

QCF LEVEL:

Level 5

BACKGROUND:

A one-year, classroom-based academic programme, which equips students with a critical understanding of the established principles of computing. Students will develop new skills relevant to the IT industry and build upon the knowledge gained from the Level 4 Diploma in Computing.

The programme is aimed at students seeking to progress to the second year of a three-year NCC Education International Degree Journey in Computing, or those wishing to progress to study at universities with which NCC Education has articulation agreements. Alternatively, the programme helps those who are looking to improve their career prospects or gain employment within the IT sector.

PREREQUISITES:

On entry you must have one of the following:

- NCC Education Level 4 Diploma in Computing (L4DC)
- A local or international qualification which is deemed to be of a similar level to the NCC Education Level 4 Diploma in Computing programme. This must be agreed in advance with NCC Education.

Applicants who are not NCC Education graduates, or whose first language is not English, will need to obtain a valid score of 5.5 or above in the International English Language Testing System (IELTS) examination or equivalent.

DATE OF FIRST TEACHING:

2011

NUMBER OF UNITS/STRUCTURE:

The programme consists of a total of eight core modules: Professional Issues in IT, Network Security and Cryptography, Information Systems Analysis, Dynamic Websites, Analysis, Design and Implementation, Database Development and Design, Agile Development, Computing Project.

Students must pass all eight modules to be awarded the qualification.

ASSESSMENT METHODS:

Assessed by assignments and examination.

EXAMINATION TIMING:

March, June, September and December

GRADING SYSTEM:

Pass, Merit or Distinction

PROGRESSION/ARTICULATION:

The qualification allows entry to either NCC Education's final year top-up programme in IT (further entry requirements may apply). Students can apply to the final year of a degree programme at one of the universities which accept NCC Education graduates on to the third year of their degree programmes.

NCC Education Level 5 Diploma in Business IT (QCF)

QUALIFICATION ABBREVIATION:

L5DBIT

QCF LEVEL:

Level 5

BACKGROUND:

A one-year, classroom-based academic programme, which equips students with a critical understanding of the established principles of computing relevant to the IT and business industry. Students will develop new skills relevant to the IT industry and build upon the knowledge gained from the L4DBIT.

The programme is aimed at students seeking to progress to the second year of a three-year NCC Education International Degree Journey in Business IT, or those wishing to progress to study at universities with which NCC Education has articulation agreements. Alternatively, the programme helps those who are looking to improve their career prospects or gain employment within the IT sector.

PREREQUISITES:

On entry students must have one of the following:

- NCC Education Level 4 Diploma in Business IT (L4DBIT)
- A local or international qualification which is deemed to be of a similar level to the NCC Education Level 4 Diploma in Business IT programme. This must be agreed in advance with NCC Education.

Applicants who are not NCC Education graduates, or whose first language is not English, will need to obtain a valid score of 5.5 or above in the International English Language Testing System (IELTS) examination or equivalent.

DATE OF FIRST TEACHING:

2011

NUMBER OF UNITS/STRUCTURE:

The programme consists of a total of eight core modules: Professional Issues in IT, Information Systems Analysis, Dynamic Websites, Database Development and Design, Business IT Project, Information Systems and Organisations, Principles of Business Operations, Office Solutions Development.

ASSESSMENT METHODS:

Assessed by assignment and examination.

EXAMINATION TIMING:

December, March, June, September

GRADING SYSTEM:

Pass, Merit or Distinction

PROGRESSION/ARTICULATION:

The qualification allows entry to either NCC Education's final year top-up programme in Business IT (further entry requirements may apply).

Students can apply to the final year of a degree programme at one of the universities which accept NCC Education graduates onto the third year of their degree programmes.

NCC Education Level 5 Diploma in Business (QCF)

QUALIFICATION ABBREVIATION:

L5DB

QCF LEVEL:

Level 5

BACKGROUND:

A one-year, classroom-based academic programme, which equips students with a critical understanding of the established principles of business and management. Students develop new skills relevant to the business industry and build upon the knowledge gained from the L4DB.

The programme is aimed at students seeking to progress to the second year of a three-year NCC Education International Degree Journey in Business, or those wishing to progress to study at universities with which NCC Education has articulation agreements. Alternatively, the programme helps those who are looking to improve their career prospects or gain employment within the business sector.

PREREQUISITES:

On entry you must have one of the following:

- NCC Education Level 4 Diploma in Business (L4DB).
- A local or international qualification which is deemed to be of a similar level to the NCC Education Level 4 Diploma in Business programme. This must be agreed in advance with NCC Education.

Applicants who are not NCC Education graduates, or whose first language is not English, will need to obtain a valid score of 5.5 or above in the International English Language Testing System (IELTS) examination or equivalent.

DATE OF FIRST TEACHING:

2004

NUMBER OF UNITS/STRUCTURE:

The programme consists of eight core modules: Business Economics, Advanced Business Mathematics, Marketing in Business, Human Resources in Business, Understanding Consumer Behaviour, Principles of Business Operations, Financial Management, Information Systems and Organisations.

Students must pass all eight modules to be awarded the qualification.

ASSESSMENT METHODS:

Assessed by assignment and examination.

EXAMINATION TIMING:

December, March, June, September

GRADING SYSTEM:

Pass, Merit or Distinction

PROGRESSION/ARTICULATION:

The qualification allows entry to either NCC Education's final year top-up programme in Business (further entry requirements may apply).

Students can apply to the final year of a degree programme at one of the universities which accept NCC Education graduates onto the third year of their degree programmes.

Pre-Master's in Business

QUALIFICATION ABBREVIATION:

PMB

BACKGROUND:

This programme is designed to enable students to quickly bridge the gap between their existing qualifications and a master's programme. Students will upgrade their English language ability to a level suitable for master's entrance, while also being introduced to studying business subjects through the medium of English.

PREREQUISITES:

If applicants hold a non-honours degree or Chinese Da Zhuan (or equivalent) in a relevant subject, they can enter the Pre-Master's in Business directly. Applicants who hold a full honours degree can take a shorter version of the programme: Master's Preparation in Business.

Students must also have a minimum English language level of IELTS 5.0 (or equivalent). Applicants holding higher IELTS scores may also be eligible for exemptions from programme modules, meaning they can complete the programme more quickly.

DATE OF FIRST TEACHING:

2010

NUMBER OF UNITS/STRUCTURE:

Pre-Master's in Business: English Language Level 4, English Language Level 5, English for Academic Purposes 1 and 2, Developing Study Skills for Postgraduate Learning, Finance and Accounting, Global Marketing Strategies and Strategic Business Management.

Master's Preparation in Business: English Language Level 4, English Language Level 5, English for Academic Purposes 1 and 2, Developing Study Skills for Postgraduate Learning and one of the three business modules.

ASSESSMENT METHODS:

Assessed by assignment and examination.

EXAMINATION TIMING:

December, March, June, September

GRADING SYSTEM:

Pass, Merit or Distinction (percentage marks available for each module).

PROGRESSION/ARTICULATION:

Students can continue their NCC Education Postgraduate Degree Journey with the Level 7 Diploma in Business Management.

Alternatively students can apply to one of the universities which accept NCC Education Pre- Master's in Business graduates onto their master's degree programmes.

Pre-Master's in IT

QUALIFICATION ABBREVIATION:

PMIT

BACKGROUND:

This programme is designed to enable students to quickly bridge the gap between their existing qualifications and a master's programme. Students will upgrade their English language ability to a level suitable for master's entrance, while also being introduced to studying IT subjects through the medium of English.

PREREQUISITES:

If applicants hold a non-honours degree or Chinese Da Zhuan (or equivalent) in a relevant subject, they can enter the Pre Master's in IT directly. Applicants who hold a full honours degree can take a shorter version of the programme: Master's Preparation in IT.

Students must also have a minimum English language level of IELTS 5.0 (or equivalent). Applications holding higher IELTS scores may also be eligible for exemptions from programme modules, meaning they can complete the programme more quickly.

DATE OF FIRST TEACHING:

2010

NUMBER OF UNITS/STRUCTURE:

Pre-Master's in IT: English Language Level 4, English Language Level 5, English for Academic Purposes 1 and 2, Developing Study Skills for Postgraduate Learning, Databases, Object-Oriented Modelling, Strategic Business Management.

Master's Preparation in IT: English Language Level 4, English Language Level 5, English for Academic Purposes 1 and 2, Developing Study Skills for Postgraduate Learning and one of the three IT modules.

ASSESSMENT METHODS:

Assessed by assignment and examination.

GRADING SYSTEM:

Pass, Merit or Distinction (Percentage marks available for each module).

PROGRESSION/ARTICULATION:

Students can continue their NCC Education Postgraduate Degree Journey with the Level 7 Postgraduate Diploma in Strategic Business IT.

Alternatively students can apply to one of the universities which accept NCC Education Pre- Master's in Business graduates onto their master's degree programmes.

NCC Education Level 7 Diploma in Business Management (QCF)

QUALIFICATION ABBREVIATION:

L7DBM

QCF LEVEL:

Level 7

BACKGROUND:

The Level 7 Diploma in Business Management is designed to develop a student's career in management. The programme covers a wide range of contemporary issues and develops the critical, analytical and technical skills needed for senior management positions. The programme will also develop the academic skills required for further study at master's level.

PREREQUISITES:

On entry students must have one of the following:

- An honours degree from a UK university (minimum 2:2) in any subject, or equivalent award from a non-UK university
- Three years' work experience at a managerial level with significant responsibility for resources (staff, financial, physical etc or a combination of these). Prospective students must be able to demonstrate that these responsibilities were significant and that they had a high level of autonomy. A decision on entry to the programme through a work experience route will be made by NCC Education.

All applicants who do not hold a degree-level qualification wholly taught and examined in English must also hold an IELTS score of at least 6.5 (or equivalent).

DATE OF FIRST TEACHING:

2009

NUMBER OF UNITS/STRUCTURE:

The programme consists of eight core modules as follows: Information and Knowledge Management, International Marketing Strategy, Management, Control and Accountability for Financial Resources, Managing People in Organisations, Research Methods, Study Skills for Postgraduate Learning, Strategic Management and Strategic Operations Management. Students must pass all modules to be awarded the qualification.

ASSESSMENT METHODS:

Assessed by assignment and examination.

EXAMINATION TIMING:

December, June

GRADING SYSTEM:

Pass, Merit or Distinction

PROGRESSION/ARTICULATION:

NCC Education also works in conjunction with a number of UK universities, to deliver MBA and MSc programmes for PgDBM graduates.

NCC Education Level 7 Diploma in Strategic Business IT (QCF)

QUALIFICATION ABBREVIATION:

L7PgDSBIT

QCF LEVEL:

Level 7

BACKGROUND:

The Level 7 Postgraduate Diploma in Strategic Business IT is designed for IT and computing graduates or practitioners who wish to further develop their career. The programme covers a wide range of contemporary issues and develops the critical, analytical and technical skills needed for senior positions in the IT industry. The course also develops the academic skills required for further study at master's level.

PREREQUISITES:

On entry students must have one of the following:

- UK bachelor's degree with honours (or equivalent) in Information Technology, Computer Science, or related subject
- UK bachelor's degree with honours in a non-IT-related subject (or equivalent) and three+ years of work experience in an IT environment, with significant technical or managerial responsibility
- Five+ years of work experience in an IT environment, with significant technical or managerial responsibility and the ability to demonstrate suitability for academic study, by personal or telephone interview with the course co-ordinator at your Accredited Partner Centre.

All applicants who do not hold a degree-level qualification wholly taught and examined in English must also hold an IELTS score of at least 6.5 (or equivalent).

DATE OF FIRST TEACHING:

2001

NUMBER OF UNITS/STRUCTURE:

The programme consists of four core modules as follows: Research in Information Technology, Enterprise Software and Business Infrastructure, Strategic Information Systems Analysis and Project Management. Students must pass all four modules to be awarded the qualification.

ASSESSMENT METHODS:

Assessed by assignment and examination.

EXAMINATION TIMING:

December, March, June, September

GRADING SYSTEM:

Pass, Merit or Distinction

PROGRESSION/ARTICULATION:

NCC Education also works in conjunction with a number of UK universities, to deliver MSc programmes for PgDSBIT graduates.

NCFE

NCFE designs, develops and certifies diverse nationally recognised qualifications which have benefitted over one million learners across the UK in the past 10 years.

NCFE offers a wide portfolio of qualifications including Apprenticeships, qualifications which support Study Programmes and Traineeships, fundable qualifications for adult learners, high quality distance learning models and VCerts for schools.

NCFE offers qualifications from Entry Level to Levels 1-5 in the following sector areas:

- Arts, media and publishing
- Business, administration and law
- Education and training
- Engineering and manufacturing technologies
- Information and communication technology
- Health, public services and care
- Leisure, travel and tourism
- Preparation for life and work
- Retail and commercial enterprise.

Arts, Media and Publishing

NCFE Level 3 Certificate in Art and Design

QCF LEVEL:

Level 3

BACKGROUND:

Aims to develop advanced level skills and techniques in art and design.

DATE OF FIRST TEACHING:

2010

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete three mandatory units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

Foundation degrees in art and design-related subjects for example, fashion, textiles, interior design, 3D design, and photography.

NCFE Level 3 Certificate in Creative Craft

QCF LEVEL:

Level 3

BACKGROUND:

Provides learners with an opportunity to extend their knowledge of the creative craft process to an advanced level.

DATE OF FIRST TEACHING:

2011

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete three mandatory units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

NVQs in craft-related subjects.

NCFE Level 3 Certificate in Interactive Media

QCF LEVEL:

Level 3

BACKGROUND:

Suitable for those interested in developing interactive media skills at an advanced level, this qualification will extend candidates' knowledge of processes and principles and enable progression into further study and training.

DATE OF FIRST TEACHING:

2010

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete four mandatory units plus one optional unit.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

NCFE Level 3 Diploma in Managing a Music Business Enterprise, NCFE Level 3 Certificate in Interactive Media, NCFE Level 3 Diploma in Radio.

NCFE Level 3 Diploma in Managing a Music Business Enterprise

QCF LEVEL:

Level 3

BACKGROUND:

This qualification is aimed at those who wish either to set up a business enterprise or work within the UK music industry. Learners gradually build up their own plan for managing a music business enterprise.

DATE OF FIRST TEACHING:

2010

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete 13 mandatory units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

Learners who achieve this qualification could progress to higher or further education or employment.

NCFE Level 3 Certificate and Diploma in Photography

QCF LEVEL:

Level 3

BACKGROUND:

These qualifications are suitable for learners aged 16 and above who want to further develop their photography knowledge and skills. Learners should have already achieved a Level 2 photography qualification or equivalent, or have significant experience/understanding of the subject area.

DATE OF FIRST TEACHING:

2013

NUMBER OF UNITS/STRUCTURE:

For the certificate, learners are required to successfully complete two mandatory units plus at least one optional unit. For the diploma, learners must successfully complete five mandatory units and four of the optional units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

Learners who achieve these qualifications could progress to foundation degree programmes, degree programmes or employment/self-employment in the sector.

Learners can progress from the Certificate to the Diploma, but centres must carefully consider which qualification they want to register the learner on to, as if they are registered on both, the registration fee will be applied for both qualifications.

NCFE Level 3 Diploma in Radio

QCF LEVEL:

Level 3

BACKGROUND:

This qualification is aimed at learners who would like to or who already work in the radio industry.

DATE OF FIRST TEACHING:

2010

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete two mandatory units, plus at least 30 credits from optional units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

Learners who achieve this qualification could progress to employment in the radio industry.

Business, Administration and Law

NCFE Level 3 NVQ Diploma in Business and Administration

QCF LEVEL:

Level 3

BACKGROUND:

This qualification is designed for those who work with a high degree of autonomy and little or no supervision. It is aimed at learners who work as part of a team and ensure the provision of information and resources to others.

DATE OF FIRST TEACHING:

2010

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete four mandatory units plus a minimum of 27 credits from the optional and/or additional units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

Level 4 NVQs in Business and Administration.

NCFE Level 4 NVQ Diploma in Business and Administration

QCF LEVEL:

Level 4

BACKGROUND:

This qualification is suitable for learners aged 18 and above who work across a wide variety of sectors including NHS trusts, educational institutions, government departments, charities and the private sector. It is designed for those who work with no support or supervision and is aimed at learners who work as part of a team and ensure the provision of information and resources to others.

DATE OF FIRST TEACHING:

2010

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete six mandatory units and also achieve 33 credits from the optional units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

Progression routes include NCFE Level 4 NVQ Diploma in Customer Service and NCFE Level 5 NVQ Diploma in Management.

NCFE Level 3 NVQ Diploma in Customer Service

QCF LEVEL:

Level 3

BACKGROUND:

This qualification is ideal for people who have the scope to bring about permanent improvements in service delivery that benefit their organisation and its customers.

DATE OF FIRST TEACHING:

2010

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete two mandatory units plus a further 30 credits to be achieved by completing a minimum of one unit from each optional group.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

Level 4 NVQ in Customer Service and Level 4 NVQ Certificate or Diploma in Business and Administration.

NCFE Level 4 NVQ Diploma in Customer Service

QCF LEVEL:

Level 4

BACKGROUND:

This qualification is ideal for people who have the scope to bring about permanent improvements in service delivery that benefit their organisation and its customers. These people do not necessarily have to be in a role where they are directly responsible for people.

DATE OF FIRST TEACHING:

2010

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete two mandatory units; at least 47 credits must be achieved from the 31 optional units

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

NCFE Level 4 NVQ in Management

NCFE Level 3 NVQ Certificate in Management

QCF LEVEL:

Level 3

BACKGROUND:

This qualification gives learners the knowledge they need to work in a management role in a variety of settings.

DATE OF FIRST TEACHING:

2010

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete three mandatory units plus 11 credits from the optional units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

Learners could progress to the Level 5 Diploma in Management.

NCFE Level 3 Certificate in Management

QCF LEVEL:

Level 3

BACKGROUND:

This qualification provides learners with the knowledge they need to work in a management role.

DATE OF FIRST TEACHING:

2011

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete two mandatory units plus at least six credits from the 11 optional units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

Learners who achieve this qualification could progress to NCFE Level 4 NVQ Diploma in Management.

NCFE Level 3 Certificate in Principles of Business and Administration

QCF LEVEL:

Level 3

BACKGROUND:

This qualification will allow learners to develop their knowledge and understanding of working in a business administration environment. It enables the learner to develop essential knowledge of how to carry out every day and more complex administrative tasks such as managing information and supporting events.

DATE OF FIRST TEACHING:

2010

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete four mandatory units, plus two credits from the five optional units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

Learners could progress on to the Level 3 NVQ Diploma in Customer Service, or the Level 4 NVQ suite in Business and Administration.

Education and Training

NCFE Level 3 Award in Assessing Vocationally Related Achievement

QCF LEVEL:

Level 3

BACKGROUND:

This qualification is intended for those who assess vocational skills, knowledge and understanding in environments other than the work environment, e.g. a workshop, classroom or other training environment.

DATE OF FIRST TEACHING:

2010

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete two mandatory units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio

PROGRESSION/ARTICULATION:

Learners could progress on to NCFE Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice, NCFE Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, or NCFE Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice.

NCFE Level 3 Certificate in Assessing Vocational Achievement

QCF LEVEL:

Level 3

BACKGROUND:

This qualification is intended for those who assess both occupational competence in the work environment and vocational skills, knowledge and understanding in environments other than the workplace (for example a workshop, classroom or other training environment).

DATE OF FIRST TEACHING:

2010

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete three mandatory units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

Learners could progress on to NCFE Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice, NCFE Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, or NCFE Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice.

NCFE Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice

QCF LEVEL:

Level 4

BACKGROUND:

This qualification is intended for those who maintain the quality of assessment from within an organisation or assessment centre.

DATE OF FIRST TEACHING:

2010

NUMBER OF UNITS/STRUCTURE:

Learners must successfully complete two mandatory units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

NCFE Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice.

NCFE Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice

QCF LEVEL:

Level 4

BACKGROUND:

This qualification is intended for those who lead a team of people responsible for assuring the quality of assessment from outside an organisation or assessment centre, usually on behalf of an awarding organisation.

DATE OF FIRST TEACHING:

2010

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete three mandatory units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

Learners who have completed the qualification may progress to further learning by undertaking a Level 4 qualification in a related discipline. Successful completion of this qualification may facilitate employment as a lead external verifier.

NCFE Level 3 Award in Preparing to Teach in the Lifelong Learning Sector

QCF LEVEL:

Level 3

BACKGROUND:

This programme is appropriate for learners who are new to teaching in the lifelong sector, and also for those who are required to work towards achieving a recognised teaching status.

DATE OF FIRST TEACHING:

2011

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete one mandatory unit and nine credits from the six optional units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

NCFE Level 4 Certificate in Teaching in the Lifelong Learning Sector.

NCFE Level 4 Award in Preparing to Teach in the Lifelong Learning Sector

QCF LEVEL:

Level 4

BACKGROUND:

This qualification prepares learners for teaching in a wide range of contexts and does not require learners to be teaching. Achieving the qualification will provide sufficient evidence that an individual has acquired the necessary skills and knowledge to enable them to teach beyond an initial year in the FE sector.

DATE OF FIRST TEACHING:

2011

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete a minimum of 12 credits, three credits from section one and three credits from section five. At least nine credits must be at Level 4.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

This qualification can provide progression to further qualifications at Level 4 in the same and related subject areas.

The units in this award will also form part of the Certificate and Diploma qualifications for teaching in the lifelong learning sector. It is expected that the majority of teachers, tutors and trainers that fall under the FE teachers regulations will meet requirements by enrolling on one of these qualifications (appropriate to the teaching role).

NCFE Level 3 Diploma in Specialist Support for Teaching and Learning in Schools

QCF LEVEL:

Level 3

BACKGROUND:

This qualification is for those members of the school workforce who directly support teaching and learning of pupils in schools in an area that requires specialist knowledge and skills. This is a competence-based qualification so there is a requirement for assessment in a real work environment.

DATE OF FIRST TEACHING:

2010

NUMBER OF UNITS/STRUCTURE:

Learners are required to achieve a total of at least 44 credits, 32 credits must be completed in the 11 mandatory units and 12 credits must be completed in any of the 41 optional units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Competence-based. Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

Learners who achieve this qualification could progress to Higher Level Teaching Assistant (HLTA) status.

NCFE Level 3 Certificate in Supporting Teaching and Learning in Schools

QCF LEVEL:

Level 3

BACKGROUND:

This qualification aims to enable learners to understand the roles and responsibilities of those involved in supporting teaching and learning in schools. It provides an opportunity to develop the skills and knowledge required to do this effectively and in a self-directed way. It prepares learners to support the teacher and the delivery of the curriculum within a school, as well as developing skills to help children and young people to develop self-esteem, independence and skills for learning. It seeks to further develop professional and technical skills and knowledge, and an understanding of the importance of positive relationships within a school.

DATE OF FIRST TEACHING:

2010

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete 11 mandatory units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

Provides progression to the NVQ in Supporting Teaching and Learning in Schools and also provides progression into employment.

NCFE Level 3 Award in Supporting Teaching and Learning in Schools

QCF LEVEL:

Level 3

BACKGROUND:

This is a knowledge-based qualification; it can be taken by candidates not yet employed in a school, as well as providing initial training/induction for those new in post.

DATE OF FIRST TEACHING:

2010

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete four mandatory units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

Learners who achieve this qualification could progress to employment within the sector.

NCFE Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice

QCF LEVEL:

Level 4

BACKGROUND:

This qualification is intended for those who wish to gain an understanding of the principles and practices of internal quality assurance without any requirement to practice.

DATE OF FIRST TEACHING:

2010

NUMBER OF UNITS/STRUCTURE:

Learners must successfully complete one mandatory unit.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

Learners could progress on to NCFE Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, and NCFE Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice.

NCFE Level 3 Award in Understanding the Principles and Practices of Assessment

QCF LEVEL:

Level 3

BACKGROUND:

This qualification is intended for those who wish to gain an understanding of the principles and practices of assessment without any requirement to practise as assessors.

DATE OF FIRST TEACHING:

2010

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete one mandatory unit.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

Learners could progress on to NCFE Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice, NCFE Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, and NCFE Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice.

Health, Public Services and Care NCFE Level 3 Diploma for the Children and Young People's Workforce

QCF LEVEL:

Level 3

BACKGROUND:

The aim of this qualification is to guide and assess development of knowledge and skills relating to Early Learning and Childcare, Social Care and the Learning Development and Support Services workforces. This qualification confirms competence in these areas where appropriate, and serves as the required qualification (for all new practitioners) for registration and regulatory requirements in the sector.

DATE OF FIRST TEACHING:

2010

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete a minimum of 65 credits. To do this they must achieve 27 credits from 11 mandatory units. The remaining credits must come from the additional mandatory and optional units for their chosen pathway.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

It is anticipated that learners will progress to relevant foundation or honours degrees.

NCFE Level 3 Diploma in Counselling Skills

QCF LEVEL:

Level 3

BACKGROUND:

This qualification provides learners with a more in-depth knowledge of the use of counselling skills in everyday life and work, and the approaches that underpin the use of these skills.

DATE OF FIRST TEACHING:

2011

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete five mandatory units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

NCFE Level 4 NVQ Diploma in Advice and Guidance.

NCFE Level 3 Award in Counselling Skills and Theory

QCF LEVEL:

Level 3

BACKGROUND:

Introduces learners to the use of counselling skills in everyday life and work, and some of the approaches that underpin the use of these skills.

DATE OF FIRST TEACHING:

2009

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete four mandatory units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

Learners could progress on to foundation degrees in counselling, care, health and social care as well as NCFE Level 4 NVQ in Advice and Guidance and Level 4 qualifications in counselling.

NCFE Level 3 Award in Employment and Personal Learning Skills in Health

QCF LEVEL:

Level 3

BACKGROUND:

This qualification aims to deliver the Employee Rights and Responsibilities (ERR) and Personal Learning and Thinking Skills (PLTS) requirements of the Healthcare Support Services and Clinical Healthcare Support apprenticeship frameworks.

DATE OF FIRST TEACHING:

2011

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete five mandatory units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

This qualification would count towards learners completing the full apprenticeship framework for Healthcare Support and Clinical Healthcare Support at Level 3. This includes NCFE Level 3 Diploma in Healthcare Support Services and NCFE Level 3 Diploma in Clinical Healthcare Support.

NCFE Level 3 Diploma in Health and Social Care (Adults) for England

QCF LEVEL:

Level 3

BACKGROUND:

This qualification will guide and assess the development of knowledge and skills relating to the health and social care workforce.

DATE OF FIRST TEACHING:

2011

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete the nine mandatory units and also achieve 30 credits from the optional units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

Learners who achieve this qualification could progress to NCFE Level 5 Diploma in Leadership in Health and Social Care and Children and Young People's Services.

NCFE Level 3 Certificate in Preparing to Work in Adult Social Care

QCF LEVEL:

Level 3

BACKGROUND:

This qualification is designed for learners who are interested in, or are new to, working in adult social care in England. It covers a range of key areas of knowledge applicable to working in the sector.

DATE OF FIRST TEACHING:

2011

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete the nine mandatory units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

Learners who achieve this qualification could progress to NCFE Level 3 Diploma in Health and Social Care (Adults) for England.

NCFE Level 3 Certificate in the Principles of End of Life Care

QCF LEVEL:
Level 3

BACKGROUND:

This qualification is designed for anyone over the age of 16 who is seeking to increase their knowledge of end of life care in a vocational setting. It is aimed at those working in the healthcare sector whose job role includes caring for those who have a life-limiting illness.

DATE OF FIRST TEACHING:
2010

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete the five mandatory units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

Learners who achieve this qualification could progress to the Advanced Apprenticeship in Health and Social Care (England) – Health Sector Pathway.

NCFE Level 3 Certificate in Stroke Care Management

QCF LEVEL:
Level 3

BACKGROUND:

This qualification aims to up-skill the workforce in stroke care to improve services and to meet the projected outcomes of the National Stroke strategy for England. It also contributes towards the Stroke Specific Education framework.

DATE OF FIRST TEACHING:
2012

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete four mandatory units, plus nine credits from the optional units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

Learners can progress on to NCFE Level 3 Diploma in Health and Social Care (Adults) for England, NCFE Level 3 Diploma in Healthcare Support Services and NCFE Level 3 Diploma in Clinical Healthcare Support.

NCFE Level 3 Certificate in Understanding Palliative Care

QCF LEVEL:
Level 3

BACKGROUND:

This qualification aims to give those working in healthcare settings increased knowledge and understanding of the issues related to palliative care. It raises awareness of the range of needs a person may have and how they and their families/friends can be supported.

DATE OF FIRST TEACHING:
2007

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete four mandatory units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

NCFE Level 3 Diploma in Health and Social Care (Adults) For England

NCFE Level 3 Certificate for Working in the Health Sector

QCF LEVEL:
Level 3

BACKGROUND:

This qualification aims to give learners the opportunity to investigate a work role in the health sector and to provide the underpinning knowledge needed to work effectively.

DATE OF FIRST TEACHING:
2009

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete six mandatory units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

Learners can go on to study a wide range of role/subject specific qualifications, e.g. Prevention and Control of Infection, Dementia Awareness, Moving and Handling and Mental Health.

Leisure, Travel and Tourism

NCFE Level 3 Award in Nutrition for Physical Activity

QCF LEVEL:

Level 3

BACKGROUND:

This qualification is suitable for learners aged 16 and above who want to complement existing knowledge and skills relating to nutrition and physical activity. It provides the learner with the underpinning knowledge of the principles of nutrition and its relation to physical activity and setting nutritional goals with clients. This includes collecting and using nutritional information.

DATE OF FIRST TEACHING:

2013

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete one mandatory unit.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

Learners who achieve this qualification could progress to NCFE Level 3 Certificate in Personal Training, NCFE Level 3 NVQ Diploma in Personal Training and NCFE Level 3 Diploma for Outdoor Learning.

NCFE Level 3 Diploma for Outdoor Learning

QCF LEVEL:

Level 3

BACKGROUND:

This qualification is ideal for learners with some experience in the outdoor industry, with a high level of commitment to a career in the outdoor industry and evidence of prolonged participation in one or more of the expected outdoor activities.

DATE OF FIRST TEACHING:

2011

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete six mandatory units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

MLTUK Mountain Leader Award and other National Governing Body Awards

NCFE Level 3 NVQ Diploma in Outdoor Programmes

QCF LEVEL:

Level 3

BACKGROUND:

This qualification is ideal for learners with some previous experience of working in the outdoor sector, with a high level of commitment to a career in the outdoor industry, looking to further develop their skills, competence, knowledge and understanding of the outdoors sector.

DATE OF FIRST TEACHING:

2012

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete a minimum of 39 credits, depending on the chosen pathway.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

Relevant NGB qualifications, teaching qualifications, higher level management qualifications

NCFE Level 3 Certificate in Personal Training

QCF LEVEL:

Level 3

BACKGROUND:

An ideal qualification for those in the exercise and fitness sector who wish to complement their existing skills. The qualification aims to provide learners with the understanding and practical skills needed to work as a personal trainer in a variety of settings. This includes understanding health and safety in a fitness environment, customer service, anatomy and physiology, personal training programmes and sessions, and nutrition. Learners must have achieved the NCFE Level 2 Certificate in Fitness Instructing before enrolling on this qualification. Minimum entry age 16.

DATE OF FIRST TEACHING:

2010

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete seven mandatory units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

Learners successfully completing this qualification will be able to gain access to the Register of Exercise Professionals (REPs) at Level 3.

NCFE Level 3 NVQ Diploma in Personal Training

QCF LEVEL:
Level 3

BACKGROUND:

This qualification is designed to provide learners with the knowledge, understanding and skills to work unsupervised as a personal trainer in sport and active leisure. Learners who successfully complete this qualification will be eligible for registration with the Register of Exercise Professionals (REPs) as a Level 3 Personal Trainer.

DATE OF FIRST TEACHING:
2010

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete nine mandatory units. There is one additional unit, which is not required to achieve the full qualification.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

Learners who successfully complete this qualification are likely to go on to work as personal trainers in the sport and active leisure industry.

NCFE Level 3 NVQ Certificate in Spectator Safety

QCF LEVEL:
Level 3

BACKGROUND:

This qualification aims to provide a nationally recognised, competence-based qualification that is appropriate to the work of stewards and marshals in spectator events, especially events taking place within sports stadiums, and relates directly to the National Occupational Standards developed by SkillsActive.

DATE OF FIRST TEACHING:
2011

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete four mandatory units and two optional units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

Learners could progress on to NCFE Level 4 NVQ Diploma in Spectator Safety Management. This qualification also provides a sound base for progression into employment within the spectator safety industry as well as a tool to progress within different aspects of the leisure and service sector.

NCFE Level 4 NVQ Diploma in Spectator Safety Management

QCF LEVEL:
Level 4

BACKGROUND:

This qualification aims to provide a nationally recognised, competence-based qualification that is appropriate to those working at spectator events, especially events taking place within sport stadiums.

DATE OF FIRST TEACHING:
2011

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete seven mandatory units plus at least two optional units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

NCFE Level 5 NVQ Diploma in Management.

This qualification also provides a sound base for progression into employment within the spectator safety industry as well as a tool to progress within different aspects of the leisure and service sector.

Preparation for Life and Work

NCFE Level 3 Award in Employability Skills

QCF LEVEL:
Level 3

BACKGROUND:

This qualification has been designed to allow learners to further develop and demonstrate a broad range of essential skills. These include job search techniques, personal preparation for employment and improvement in skills required for the working environment.

DATE OF FIRST TEACHING:
2009

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete two units from Section A and two units from Section B.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

Level 4 vocational qualifications

NCFE Level 3 Award in Job Search and Interview Skills

QCF LEVEL:

Level 3

BACKGROUND:

This qualification has been designed to equip learners with the mindset and skills they need to find and secure the right job for them.

DATE OF FIRST TEACHING:

2011

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete two mandatory units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

Learners could progress onto NCFE Level 3 Certificate in Job Search and Employability Skills, NCFE Level 3 Award and Certificate in Employability Skills, NCFE Level 3 Award and Certificate in Equality and Diversity.

NCFE Level 3 Award in Learning to Learn for Higher Level Studies

QCF LEVEL:

Level 3

BACKGROUND:

The purpose of this qualification is to develop the skills and effective learning behaviour of learners, which will allow them to reach their full potential in their higher level studies.

DATE OF FIRST TEACHING:

2012

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete one mandatory unit.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

A higher level study course in any sector.

NCFE Level 3 Award in Managing Diversity

QCF LEVEL:

Level 3

BACKGROUND:

This qualification is for learners who wish to further develop their knowledge of issues surrounding stereotyping prejudice and discrimination, with particular emphasis on the workplace, equal opportunities and legislation.

DATE OF FIRST TEACHING:

2010

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete three mandatory units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

Learners can progress onto Level 3 or Level 4 qualifications in relevant sectors.

Retail and Commercial Enterprise

NCFE Level 3 Certificate in Logistics Operations

QCF LEVEL:

Level 3

BACKGROUND:

This qualification aims to allow learners to demonstrate both competence and understanding against a clear set of standards based on the needs of the industry. It is ideal for those working in warehouse/supervisory/managerial areas.

DATE OF FIRST TEACHING:

2011

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete three mandatory units plus four optional units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

Further qualifications at Level 3 or higher in the same or related subject areas.

NCFE Level 3 Certificate in Retail Knowledge

QCF LEVEL:

Level 3

BACKGROUND:

This qualification is suitable for those interested in developing and progressing a career in retail who may or may not currently be in employment. It also forms the knowledge-based aspect of the Advanced Apprenticeship in Retail.

DATE OF FIRST TEACHING:

2011

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete four mandatory units and at least six credits from the five optional units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

NCFE Level 3 Diploma in Retail Skills – all pathways.

NCFE Level 3 Certificate in Retail Skills (Management)

QCF LEVEL:

Level 3

BACKGROUND:

This qualification is a competence-based qualification which requires candidates to demonstrate the skills and knowledge required when working in the retail industry, and is ideal for those working in their first retail management role or those who wish to progress in their retail career.

DATE OF FIRST TEACHING:

2012

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete the one mandatory unit and at least 21 credits from the 22 optional units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

NCFE Level 3 NVQ Diploma in Customer Service.

NCFE Level 3 Diploma in Retail Skills (Management)

QCF LEVEL:

Level 3

BACKGROUND:

This qualification is a competence-based qualification which requires candidates to demonstrate the skills and knowledge required when working in the retail industry and is ideal for those working in their first retail management role, or those who wish to progress in their retail career. This qualification also forms part of the Advanced Apprenticeship in Retail.

DATE OF FIRST TEACHING:

2011

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete the one mandatory unit and at least 33 credits from the 22 optional units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

Further qualifications at a higher level in retail or related areas.

NCFE Level 3 Certificate in Retail Skills (Sales Professional)

QCF LEVEL:

Level 3

BACKGROUND:

This qualification is a competence-based qualification which requires candidates to demonstrate the skills and knowledge required when working in the retail industry and is ideal for those working in the retail industry or those who wish to progress in their retail career.

DATE OF FIRST TEACHING:

2012

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete the one mandatory unit and at least 21 credits from the 47 optional units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

NCFE Level 3 NVQ Diploma in Customer Service.

NCFE Level 3 Diploma in Retail Skills (Sales Professional)

QCF LEVEL:

Level 3

BACKGROUND:

This qualification is a competence-based qualification which requires candidates to demonstrate the skills and knowledge required when working in the retail industry and is ideal for those working in their first retail management role, or those who wish to progress in their retail career. This qualification also forms part of the Advanced Apprenticeship in Retail.

DATE OF FIRST TEACHING:

2011

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete the one mandatory unit and at least 33 credits from the 47 optional units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

Further qualifications at a higher level in retail or related areas.

NCFE Level 3 Certificate in Retail Skills (Visual Merchandising)

QCF LEVEL:

Level 3

BACKGROUND:

This qualification is a competence-based qualification which requires candidates to demonstrate the skills and knowledge required when working in the retail industry, and is ideal for those working within a visual merchandising role, or those who wish to progress in their retail career.

DATE OF FIRST TEACHING:

2012

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete the one mandatory unit and at least 21 credits from the 12 optional units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

NCFE Level 3 NVQ Diploma in Customer Service

NCFE Level 3 Diploma in Retail Skills (Visual Merchandising)

QCF LEVEL:

Level 3

BACKGROUND:

This qualification is a competence-based qualification which requires candidates to demonstrate the skills and knowledge required when working in the retail industry and is ideal for those working in their first retail management role, or those who wish to progress in their retail career. This qualification also forms part of the Advanced Apprenticeship in Retail.

DATE OF FIRST TEACHING:

2011

NUMBER OF UNITS/STRUCTURE:

Learners are required to successfully complete the one mandatory unit and at least 32 credits from the 16 optional units.

ASSESSMENT METHOD AND QUALITY ASSURANCE:

Internally assessed and externally moderated portfolio.

GRADING SYSTEM:

Pass mark for portfolio is 100%. Portfolio norm referenced. Qualification is not graded.

PROGRESSION/ARTICULATION:

Further qualifications at a higher level in retail or related areas.

Oxford, Cambridge and RSA (OCR) Examinations

OCR is the unitary awarding body established by the University of Cambridge Local Examinations Syndicate (UCLES, now Cambridge Assessment) and RSA Examinations Board (RSAEB). From 1 October 1998, OCR took responsibility in the UK for all qualifications offered by the Midland Examining Group (MEG), the Oxford and Cambridge Examinations and Assessment Council (OCEAC) and RSA. This includes MEG Certificates of Achievement and GCSE syllabuses, OCEAC A levels/AS and RSAEB's NVQs and vocational qualifications. OCR also offers a range of 'stand-alone' qualifications in Information Technology, Business Skills and other vocationally orientated subjects. In 2003, OCR introduced the OCR Cambridge Nationals, a suite of vocationally related qualifications at Levels 1, 2 and 3.

Since 2004, OCR has offered the Asset Languages assessment scheme for language learners of all ages and abilities.

OCR offers the complete range of qualifications, examinations and assessment services required by schools, colleges, training providers and employers throughout the UK. These services are provided in a comprehensive and coherent manner at all levels from Entry to Level 5 in all areas of the NQF and QCF.

Prior to October 1998, OCR's GCSE syllabuses were offered by the Midland Examining Group (MEG) and RSAEB. MEG operated as a unified body within UCLES under a constitution which took effect on 1 October 1993. The former East Midlands Regional Examinations Board and the West Midlands Examinations Board, Oxford and Cambridge Schools Examination Board and the Southern Universities Board, which were part of the original federation of MEG Boards, have ceased to operate as examining bodies.

The Oxford and Cambridge Examinations and Assessment Council (OCEAC) was responsible for the GCE A level examinations before October 1998. OCEAC previously offered A level examinations under the names of the Oxford and Cambridge Schools Examination Board (OCSEB), the University of Oxford Delegacy of Local Examinations (UODLE) and Oxford. From 1996 to 1998, all UK A level/AS examinations of these boards were certificated by OCEAC.

International A level and AS results are certificated, as before, by UCLES (now Cambridge Assessment).

The alliance between UCLES and RSAEB has been superseded by the formation of OCR.

For further information and advice on OCR GCE A level and AS, AVCE and GCSE qualifications and Entry level Certificates, contact the Cambridge office. For information on OCR Nationals, Key Skills, NVQs and vocationally related schemes, contact the Coventry office (see Appendix A).

OCR Level 3 Cambridge Technical Certificate/Introductory Diploma/Subsidiary Diploma/Diploma/Extended Diploma (QCF)

ABBREVIATION:

OCR Cambridge Technical.

QCF LEVEL:

Level 3

BACKGROUND:

These qualifications are part of a suite available at Levels 2 and 3 which cover a range of sectors including: art and design, media, business, IT, health and social care, science and performing arts. They provide a theoretical background to the sector, relevant practical skills and generic skills that will prepare learners for entry into employment or progression and continuation of study in a vocational area through FE or HE. They are unit-based qualifications. Units are 10 credits and qualifications are 30, 60, 90, 120 or 180 credits.

OCR Cambridge Technical qualifications are suitable for 16-19-year-olds or more mature learners considering a career change or return to work, or those wishing to find a vocational route into further study.

DATE OF FIRST TEACHING:

2012

NUMBER OF UNITS/STRUCTURE:

Qualifications are achieved through achieving a specified amount of credit from mandatory and optional units:

- OCR Level 3 Cambridge Technical Certificates are 30 credits (180 guided learning hours)
- OCR Level 3 Cambridge Technical Introductory Diplomas are 60 credits (360 guided learning hours)
- OCR Level 3 Cambridge Technical Subsidiary Diplomas are 90 credits (540 guided learning hours)
- OCR Level 3 Cambridge Technical Diplomas are 120 credits (720 guided learning hours)
- OCR Level 3 Cambridge Technical Extended Diplomas are 180 credits (1080 guided learning hours).

ASSESSMENT METHOD:

All units are internally assessed and externally moderated by OCR. Internal assessment involves candidates producing a portfolio of evidence which shows they have met specified outcomes.

Portfolios of work must be produced independently. They will need to be available, together with any witness statements and other supporting documentation, to the OCR visiting moderator when required. Centres are able to enter candidates' work for external moderation at any time during the year.

DATE OF RESULT PUBLICATION:

On demand.

GRADING SYSTEM:

Each unit is graded Pass, Merit or Distinction.

Each qualification will have an overall grade consisting of Pass, Merit, Distinction or Distinction* grades. OCR Level 3 Cambridge Technicals have been allocated UCAS Tariff points as follows:

OCR Level 3 Cambridge Technical Certificates, 30 credits

Grade	UCAS Tariff points
D*	70
D	60
M	40
P	20

OCR Level 3 Cambridge Technical Introductory Diplomas, 60 credits

Grade	UCAS Tariff points
D*	140
D	120
M	80
P	40

OCR Level 3 Cambridge Technical Subsidiary Diplomas, 90 credits

Grade	UCAS Tariff points
D*D*	210
D*D	200
DD	180
DM	160
MM	120
MP	100
PP	60

OCR Level 3 Cambridge Technical Diplomas, 120 credits

Grade	UCAS Tariff points
D*D*	280
D*D	260
DD	240
DM	200
MM	160
MP	120
PP	80

OCR Level 3 Cambridge Technical Extended Diplomas, 180 credits

Grade	UCAS Tariff points
D*D*D*	420
D*D*D	400
D*DD	380
DDD	360
DDM	320
DMM	280
MMM	240
MMP	200
MPP	160
PPP	120

For more information on the UCAS Tariff, please see Appendix B.

QUALITY ASSURANCE:

Quality assurance and control is implemented through:

- qualification specifications which define requirements and provide additional guidance
- centre approval process that ensures centres meet specified quality criteria
- external moderation of internally assessed units to ensure national standards are maintained.

PROGRESSION/ARTICULATION:

Candidates can progress through the Cambridge Technical qualifications, topping up from one size of qualification to the next if that suits their needs. Or they can progress to further study in FE or HE at Level 4, or into employment and further career progression by undertaking other vocational qualifications at the level appropriate to their job role.

OCR National Certificate/Diploma/Extended Diploma

NQF LEVEL:

Level 3

BACKGROUND:

These qualifications cover a range of sectors, e.g. art and design, business, health, social care and early years, media, public services, travel and tourism, and sport. They prepare learners for entry into employment or progression and continuation of study in the vocational area through FE or HE. They are unit-based qualifications covering the key knowledge and practical skills required in the vocational sector. Each unit requires approximately 60 guided learning hours. Units are signposted to Key Skills and mapped to relevant national occupational standards. The qualifications are gained through a combination of mandatory and optional units which are all centre-assessed and externally moderated.

The OCR Level 3 National Certificate is a six-unit qualification offering learners the opportunity to gain core skills and knowledge relevant to a particular sector. OCR Level 3 National Certificates are typically delivered over a one-year programme of study.

The OCR Level 3 National Diploma is a 12-unit qualification offering learners the opportunity to specialise, if they wish, in specific areas through the choice of optional pathway units. OCR Level 3 National Diplomas may be delivered over a one- or two-year programme.

The OCR Level 3 National Extended Diploma is an 18-unit qualification designed to promote breadth and add enrichment to the learning experience. It demands breadth of knowledge and skills ensuring learners have a comprehensive understanding of the sector. OCR Level 3 National Extended Diplomas are typically delivered over a two-year programme of study.

OCR Nationals are suitable for 16-19-year-olds or more mature learners considering a career change or return to work, or those wishing to find a vocational route into further study.

DATE OF FIRST TEACHING:

Business, Health, Social Care and Early Years and Sport from 2003. Art and Design, Media, Public Services and Travel and Tourism from 2004. ICT from 2008

NUMBER OF UNITS/STRUCTURE:

OCR level 3 National Certificate (six units) (360 guided learning hours).

To be awarded the OCR Level 3 National Certificate, candidates must achieve a minimum Pass grade for:

- Four mandatory units
- Two optional units.

The OCR Level 3 National Certificate contains a career planning unit and a work experience unit. Only one of these units may count towards achievement of the full certificate.

OCR Level 3 National Diploma (12 units) (720 guided learning hours)

To be awarded the OCR Level 3 National Diploma, candidates must:

- achieve a minimum Pass grade for all four mandatory units
- complete eight optional units and achieve at least six of these. A maximum of five non-specialist units may be chosen
- achieve a minimum of 12 points for all units completed (see Compensation).

Specialist pathways within the OCR level 3 National Diploma

If a candidate achieves a minimum Pass grade for at least four of the eight optional units from any one specialist pathway, the OCR Level 3 National Diploma will be endorsed with the pathway specialism. If candidates achieve a minimum Pass grade for four optional units from one specialist pathway and a minimum Pass grade for a further four optional units from another specialist pathway, their OCR Level 3 National Diploma will be endorsed with both pathway specialisms.

OCR Level 3 National Extended Diploma (18 units) (1,080 guided learning hours).

To be awarded the OCR Level 3 National Extended Diploma, candidates must:

- achieve a minimum Pass grade for all four mandatory units
- complete 14 optional units and achieve at least 12 of these. A maximum of six non-specialist units may be chosen
- achieve a minimum of 18 points for all units completed (see Compensation).

The structure of the OCR Level 3 National Extended Diploma has been designed to provide breadth of knowledge, understanding and skills across a sector. This ensures that successful candidates will have achieved a suitable mix of units across optional units to adequately prepare them for employment or further study within the sector. Due to the broad areas of knowledge and skills required to achieve this qualification, no specialist endorsement is applicable.

Compensation

Candidates must complete the required number of units. However, compensation is available for candidates who might fail one or two optional units but achieve Distinction or Merit grades for some other units.

Each unit is based on approximately 60 guided learning hours.

ASSESSMENT METHOD:

All units are internally assessed and externally moderated by OCR. Internal assessment involves candidates producing a portfolio of evidence showing that they can meet all the assessment objectives.

Portfolios of work must be produced independently. They will need to be made available, together with witness statements and any other supporting documentation, to the OCR visiting moderator when required. Centres are able to enter candidates' work for external moderation at any time during the year.

DATE OF RESULT PUBLICATION:

Certification is on demand.

GRADING SYSTEM:

The units that make up these qualifications are graded Pass, Merit or Distinction and, depending on a candidate's achievements at unit level, an overall grade of Pass, Merit or Distinction is allocated to each full qualification.

OCR allocates points to each unit grade achieved by a candidate as follows:

Fail = 0 points, Pass = 1 point, Merit = 2 points, Distinction = 3 points.

Compensation allows an OCR Level 3 National Diploma or OCR Level 3 National Extended Diploma candidate to fail a maximum of two optional units, but still achieve the full qualification if their total points equal at least:

- 12 points for the OCR Level 3 National Diploma
- 18 points for the OCR Level 3 National Extended Diploma.

As there are broad overall grades for OCR Nationals, for the purposes of the UCAS Tariff, grades/bands within each Pass, Merit and Distinction grade for the OCR Level 3 National Diploma (12 units) and OCR Level 3 National Extended Diploma (18 units) will be reported. OCR has undertaken to communicate these reporting grades/bands to both their centres and candidates and also to transmit the reporting grade/band, along with the overall grade, to UCAS for confirmation and clearing. The points allocated are as follows.

OCR NATIONAL CERTIFICATE (SIX UNITS)			
Grade	OCR Points	Reporting Grade	UCAS Tariff points
Distinction	14-18	D	120
Merit	10-13	M	80
Pass	6-9	P	40

OCR NATIONAL DIPLOMA (12 UNITS)			
Grade	OCR Points	Reporting Grade	UCAS Tariff points
Distinction	28-36	D	240
Merit	23-27	M1	200
	20-22	M2	160
Pass	18-19	P1	160
	15-17	P2	120
	12-14	P3	80

OCR NATIONAL EXTENDED DIPLOMA (18 UNITS)			
Grade	OCR Points	Reporting Grade	UCAS Tariff points
Distinction	43-54	D1	360
	42	D2	320
Merit	37-41	M1	320
	35-36	M2	280
	30-34	M3	240
Pass	27-29	P1	200
	22-26	P2	160
	18-21	P3	120

QUALITY ASSURANCE:

Quality assurance and control is implemented through:

- qualification specifications which define requirements and provide additional guidance
- centre approval process that ensures centres meet specified quality criteria
- external moderation of internally assessed units to ensure national standards are maintained
- training events for centres
- moderator training, standardisation and monitoring/feedback

PROGRESSION/ARTICULATION:

Progression is available from the six-unit OCR Level 3 National Certificate to the 12-unit OCR Level 3 National Diploma or 18-unit OCR Level 3 National Extended Diploma respectively. In addition, candidates could progress to further study in FE or HE at Level 4, or into employment and undertake an NVQ at a level appropriate to their job role.

OCR Level 3 Diploma for the Children and Young People's Workforce

QCF LEVEL:

Level 3

BACKGROUND:

The OCR Level 3 Diploma for the Children and Young People's Workforce has been developed as a credit-based vocational, competence-based qualification. This means that it recognises a learner's skills, knowledge and understanding of children and young people. It also recognises, within a work situation, the learner's ability to demonstrate competence in engaging and supporting children and young people. The qualification is recognised by employers in relation to the Children and Young People's Workforce in England only.

The qualification is designed primarily for those who work within the children and young people's workforce and it is based on the national occupational standards developed by the Sector Skills Council, Skills for Care and Development. This means that learners will gain the sector-relevant knowledge that is highly sought after by employers. Individuals will have demonstrated that they have taken responsibility and exercised autonomy and made judgements subject to overall direction and guidance. They will also have demonstrated an appropriate knowledge of the application of the appropriate legislation.

DATE OF FIRST TEACHING:

2010

PREREQUISITES:

There are no prerequisites for this qualification. The qualification is open to learners from the age of 16 onwards, of either gender, and there are no entry barriers on grounds of race, creed or previous academic attainment or learning. However, the learners must be working, and demonstrating competence in the field of caring for children and young people, in order to access the qualification's requirements.

NUMBER OF UNITS/STRUCTURE:

The qualification comprises five unit groupings: one core group of mandatory units (Group A) consisting of 11 units; three 'pathway' groups of mandatory units (Groups B, C and D) consisting of 5, 3 and 3 units respectively; and one group of optional units (Group E) consisting of 41 units.

To achieve this qualification, learners must gain a total of 65 credits made up from:

- the 11 mandatory units which comprise Group A, **plus**
- one mandatory pathway from a choice of either Group B, C or D, **plus**
- a selection from the optional units of Group E.

ASSESSMENT METHOD:

All units are locally assessed by the centre against the set of assessment criteria detailed in the unit.

Candidates must demonstrate that they have evidenced and achieved all the assessment criteria as specified in the unit. Portfolios presented for assessment must include all the evidence required by OCR.

GRADING SYSTEM:

Pass/Fail

QUALITY ASSURANCE:

Assessment decisions taken by the centre are internally verified, and then externally verified by OCR.

PROGRESSION/ARTICULATION:

Progression routes are in the following areas:

Health and Social Care

- Level 5 Diploma in Health and Social Care

Learning, Development and Support Services

- Level 4 Diploma in Leadership and Management for Care Services
- Level 4 Diploma in Learning, Development and Support Services for Children and Young People and those that support them.

Management

- Level 5 Diploma in Management (NVQ)

Teaching/Training

- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector
- Level 4 Certificate in Teaching in the Lifelong Learning Sector
- Level 5 Additional Diploma in Teaching English (Literacy) in the Lifelong Learning Sector
- Level 5 Additional Diploma in Teaching Mathematics (Numeracy) in the Lifelong Learning Sector
- Level 5 Diploma in Teaching English (Literacy) in the Lifelong Learning Sector
- Level 5 Diploma in Teaching in the Lifelong Learning Sector.

OCR Award/Certificate/Diploma for Creative iMedia

QCF LEVEL:

Level 3

BACKGROUND:

The OCR Level 3 Creative iMedia qualifications have been designed for those who already possess intermediate skills (at Level 2 or equivalent) and who wish to further develop their skills and ability.

It is suitable for those in employment who wish to develop skills in one or more specialist areas in order to meet the requirements of their workplace situation and dynamic job role. It is also appropriate for those following part-time courses for skill development or recreational purposes and those in full-time education who have some skills in this area, but wish to gain more specialist skills in order to gain access to the Creative iMedia industry.

The target group is likely to include individuals working in, or preparing for, roles/work activities such as web design, graphic art, multimedia production, flash animation, 3D animation, sound design and editing, special effects,

video production, logo/titles design, desktop publishing, games design and storyboarding.

DATE OF FIRST TEACHING:

2010

PREREQUISITES:

Although there are no formal entry requirements for the Level 3 Award, Certificate and Diploma, it is anticipated that, before embarking on this programme, potential candidates will be able to:

- show evidence of creativity
- demonstrate basic IT literacy and show an interest in developing their skills further
- demonstrate skills and knowledge at or above Level 2 in the Key Skills areas of Communication and Working with Others.

NUMBER OF UNITS/STRUCTURE:

The qualification contains thirty-six units. Candidates are required to achieve the following for each award:

Award – To achieve this qualification, candidates must complete a total of 10 credits, of which a minimum of six credits must be achieved at Level 3; the remaining credits can be at Level 2 or 3. No more than three credits may be from the Adobe units.

Certificate – To achieve this qualification, candidates must complete a total of 24 credits, of which a minimum of 16 credits must be achieved at Level 3; the remaining credits can be at Level 2 or 3. Unit 301 is a mandatory unit. No more than six credits may be from the Adobe units.

Diploma – To achieve this qualification, candidates must complete a total of 45 credits, of which a minimum of 27 credits must be achieved at Level 3; the remaining credits can be at Level 2 or 3. Unit 301 and Unit 302 are mandatory units. No more than nine credits may be from the Adobe units.

ASSESSMENT METHOD:

All units are internally assessed and externally moderated.

GRADING:

The OCR Level 3 Certificate and Diploma for Creative iMedia have been allocated the following UCAS Tariff points:

	Grade	UCAS Tariff points
OCR Level 3 Diploma for Creative iMedia	Pass	66
OCR Level 3 Certificate for Creative iMedia	Pass	40

For more information about the UCAS Tariff, please see Appendix B.

QUALITY ASSURANCE:

The evidence produced is locally assessed within the centres before being externally moderated by OCR to ensure accuracy and consistency of centre marking. All scripts are retained for quality assurance purposes and the decisions made by moderators are standardised by the scheme chief for consistency within OCR.

PROGRESSION/ARTICULATION:

Candidates who are successful in achieving the OCR Level 3 Award/Certificate/Diploma in Creative iMedia will be able to progress directly to other related qualifications. Those candidates who wish to extend their skills at Level 3 will be able to progress to different optional units.

OCR Certificate/Diploma for IT Professionals

NQF LEVEL:

Level 3

BACKGROUND:

The OCR Level 3 Certificate/Diploma for IT Professionals has been designed to provide accreditation for the full breadth of essential knowledge, understanding and skills that would be needed by a competent employee engaged in the process of supporting ICT systems or software development. It is a VRQ designed to develop knowledge, understanding and skills in the full range of functions involved in system support and software creation including service delivery, planning and control, the installation of networks and operating systems, the installation and maintenance of applications, the testing of systems, design of software and testing of software and the production of customer support materials. The qualification provides opportunities for learners to follow a generic pathway or to study towards system and network management along the ICT Systems Support endorsed pathway or for learners to specialise in one or more specific programming languages along the Software Development endorsed pathway. All pathways provide the opportunity for learners to take units that are vendor specific.

DATE OF FIRST TEACHING:

2004

PREREQUISITES:

There are no formal entry requirements for this qualification. It is aimed at those who already possess basic knowledge and understanding of ICT systems or software and who wish to extend their knowledge and skills. It is suitable for those who are already employed in professional roles in the IT industry and who wish to develop further knowledge and skills to support and/or extend their work activities. The qualification will also meet the needs of those who are studying in preparation for roles that will involve system support or software development activities.

NUMBER OF UNITS/STRUCTURE:

The qualification contains 45 units.

The combination of Unit 34: Creating software components – Fundamentals of Java and Unit 44: Introduction to Java, is not allowed.

Certificate

To achieve the OCR level 3 Certificate for IT Professionals the candidate must achieve a total of six units: mandatory Unit 1 and Unit 3, Unit 29 and three optional units from the remaining units.

A specialist endorsement of Software Development is available to candidates taking this qualification if they achieve mandatory Unit 1 and Unit 29 and any four of the optional units from the Software Development specialist pathway, Units 30 to 45.

An endorsement will appear on the full award certificate as follows: OCR Level 3 Certificate for IT Professionals (Software Development).

A specialist endorsement of ICT Systems Support is available to candidates taking this qualification if they achieve mandatory Unit 1, and Unit 3, Unit 8 and any three of the optional units from the ICT Systems Support specialist pathway, Units 2 to 28.

An endorsement will appear on the full award certificate as follows: OCR Level 3 Certificate for IT Professionals (ICT Systems Support).

Diploma

To achieve the OCR Level 3 Diploma for IT Professionals, candidates must achieve eight units: mandatory Unit 1 and Unit 3, Unit 29 and five optional units from the remaining units.

A specialist endorsement of Software Development is available to candidates taking this qualification if they achieve mandatory Unit 1 and Unit 29 and any six of the optional units from the Software Development specialist pathway, Units 30 to 45.

An endorsement will appear on the full award certificate as follows: OCR Level 3 Diploma for IT Professionals (Software Development).

A specialist endorsement of ICT Systems Support is available to candidates taking this qualification if they achieve mandatory Unit 1, and Unit 3, Unit 8 and any five of the optional units from the ICT Systems Support specialist pathway, units 2 to 28.

An endorsement will appear on the full award certificate as follows: OCR Level 3 Diploma for IT Professionals (ICT Systems Support).

However, each unit represents a worthwhile achievement in its own right and certification is also available at unit level. Candidates have the option of achieving either the full qualification or one or more individual units, depending upon their own learning needs or employment situation.

There is no requirement for candidates to work towards the units in any particular order and tutors/trainers may tailor learning programmes to meet individual needs. Individual units may be achieved and certificated separately. Centres may incorporate individual units into a range of different learning programmes as appropriate to the needs of their candidates and their programmes of study.

Thirty units are offered in partnership with vendors, including Microsoft, Cisco and CompTIA.

ASSESSMENT METHOD:

Combination of internally assessed and externally moderated assessments, externally set and assessed assignment and electronic tests set by vendors.

GRADING:

The OCR Level 3 Certificate and Diploma for IT Professionals have been allocated the following UCAS Tariff points:

OCR Level 3 Certificate for IT Professionals

Grade	UCAS Tariff points
Pass	80

OCR Level 3 Diploma for IT Professionals

Grade	UCAS Tariff points
Pass	100

For more information about the UCAS Tariff, please see Appendix B.

QUALITY ASSURANCE:

The evidence produced by Units 1, 29 and 31 is externally assessed by OCR via postal arrangements. Evidence produced by Units 2–10, 30, 32, 33 is locally assessed within the centres before being externally moderated by OCR to ensure accuracy and consistency of centre marking. Units 11–28 and 34–45 are assessed under controlled conditions using electronic tests produced by either Microsoft, Cisco and CompTIA.

PROGRESSION/ARTICULATION:

Level 4 NVQ for IT Professionals.

OCR Level 3 Certificate in Mathematics for Engineering

NQF LEVEL:

Level 3

BACKGROUND:

The OCR Level 3 Certificate in Mathematics for Engineering is suitable for learners wishing to gain a Level 3 qualification to support further study in FE and HE in the engineering sector, or for learners who wish to gain a Level 3 qualification to support further study in FE and HE in any other sector or subject area.

The target group is likely to include individuals who are studying for employment in the engineering sector at technician level.

DATE OF FIRST TEACHING:

2008

PREREQUISITES:

It is advisable that anyone embarking upon this course should previously have studied GCSE Mathematics at higher tier or equivalent and/or be fully familiar with such mathematical content.

NUMBER OF UNITS/STRUCTURE:

Candidates must complete the two components of the single unit in the same examination series.

ASSESSMENT METHOD:

The unit is assessed by independent external assessment in the form of two examination components.

GRADING:

The Level 3 Certificate in Mathematics for Engineering has been allocated UCAS Tariff points as follows:

Grade	UCAS Tariff points
A*	to be confirmed
A	90
B	75
C	60
D	45
E	30

For more information about the UCAS Tariff, please see Appendix B.

QUALITY ASSURANCE:

Both examinations are marked externally, in accordance with the Ofqual Code of Practice.

PROGRESSION/ARTICULATION:

A candidate achieving a Level 3 Certificate in Mathematics for Engineering may:

- undertake additional Level 3 qualifications part-time or full-time in further education
- access degrees and other qualifications in further and higher education
- progress into employment, e.g. into engineering at technician level.

OCR Preparing to Teach in the Lifelong Learning Sector (PTLLS) Award

QCF LEVEL:

Levels 3 and 4

BACKGROUND

The OCR levels 3 and 4 Preparing to Teach in the Lifelong Learning Sector (PTLLS) awards have been developed in collaboration with the Learning and Skills Improvement Service (LSIS) and provide a basic minimum standard for all those entering the teaching profession. It prepares learners for teaching in a wide range of contexts.

The awards are available at two levels to reflect different entry levels of future teachers, tutors and trainers. Learners have to achieve a total of 12 credits for the full qualification and assessment will involve observation of practice or micro teaching sessions.

The awards are appropriate for those who wish to start a career in teaching or training and help the learner to understand their own role, responsibilities and boundaries in relation to teaching and understand appropriate teaching and learning approaches in their specialist area. In addition, learners will be able to demonstrate session planning skills, understand how to deliver inclusive sessions which motivate learners and understand the use of different assessment methods and the need for record keeping.

DATE OF FIRST TEACHING:

September 2012

PREREQUISITES:

There are no formal entry requirements for this qualification although it is expected that someone enrolling on an initial award will normally possess at least a minimum Level 3 qualification in his/her own area of specialism.

PROGRESSION/ARTICULATION:

OCR Levels 3 and 4 Certificates in Teaching in the Lifelong Learning Sector.

OCR National Award and Certificate in Science

NQF LEVEL:

Level 2

BACKGROUND:

These qualifications have been developed to provide learners with the opportunity to gain underpinning knowledge and skills to support entry into work or further studies by taking a practical, task-based approach to learning. Using this approach learners will develop

knowledge and understanding of science, scientific procedures and commercial applications of science.

In addition to offering thorough coverage of the Key Stage 4 Programme of Study for Science, learners have the opportunity to explore specialist areas such as the science of construction, science in sport, and food science.

The units are practically based and can be certificated individually or combined to gain a full qualification; thus individual units can be offered alongside other programmes of learning and learners have the option of achieving as many or as few units as are appropriate for their needs.

Both the Award and the Certificate contribute to the Level 2 National Performance Threshold (40% and 80% respectively) and are alternatives to GCSE Science for inclusion in school performance tables.

DATE OF FIRST TEACHING:
September 2008

NUMBER OF UNITS/STRUCTURE:
OCR level 2 National Award (3 units)
(180 Guided Learning Hours)

To be awarded the OCR Level 2 National Award, candidates must achieve a minimum Pass grade for:

- two mandatory units
- one optional unit.

Each unit is of equal size and is based on approximately 60 guided learning hours.

OCR level 2 National Certificate (6 units)
(360 Guided Learning Hours)

To be awarded the OCR level 2 National Certificate, candidates must achieve a minimum Pass grade for:

- four mandatory units
- two optional units.

The OCR level 2 National Certificate contains a career planning unit and a work experience unit. Only one of these units may count towards achievement of the full certificate.

Each unit is of equal size and is based on approximately 60 Guided Learning Hours.

ASSESSMENT METHOD:

All units are internally assessed and externally moderated by OCR. Internal assessment involves candidates producing a portfolio of evidence showing that they can meet all the assessment objectives. Portfolios of work must be produced independently. They are made available, together with witness statements and any other supporting documentation, to the OCR visiting moderator when required. Centres are able to enter candidates' work for external moderation at any time during the year.

DATE OF RESULT PUBLICATION:
Certification is on demand.

GRADING SYSTEM:

The units that make up these qualifications are graded Pass, Merit or Distinction and, depending on a candidate's achievements at unit level, an overall grade of Pass, Merit or Distinction is allocated to each full qualification.

QUALITY ASSURANCE:

Quality assurance and control is implemented through:

- qualification specifications which define requirements and provide additional guidance
- centre approval process that ensures centres meet specified quality criteria
- external moderation of internally assessed units to ensure national standards are maintained
- training events for centres
- moderator training, standardisation and monitoring/feedback.

PROGRESSION/ARTICULATION:

Progression options available to candidates who have gained these qualifications are:

- enter employment at an operative/practitioner/trainee level and undertake further job related training e.g. an Apprenticeship or occupational qualification appropriate to their job role
- undertake additional Level 2 and/or Level 3 qualifications part-time or full-time in further education.

OCR Level 5 Certificate in Teaching Learners with Specific Learning Difficulties

QCF LEVEL:

Level 5.

BACKGROUND:

The OCR Level 5 Certificate in Teaching Learners with Dyslexia/Specific Learning Difficulties has been developed to recognise candidates' skills, knowledge and understanding of the Special Educational Needs sector and their ability to deliver effective teaching sessions to learners with specific learning difficulties (dyslexia) affecting literacy and numeracy.

Whilst recognising that learners with dyslexia may experience a variety of difficulties in addition to the acquisition of fluent, age-appropriate word-level skills, educators working with this group should know how to address intransigent difficulties with learning to read and spell single words as well as problems arising at later stages of literacy development and with other aspects of learning.

This qualification is designed primarily to provide a route for continued professional development for teachers working with learners with specific learning difficulties in literacy and numeracy acquisition. These difficulties may also affect communication and interaction.

The qualification would be appropriate for teachers and other professionals working within one phase of educational provision – primary, secondary or adult (post-16) – who support learners experiencing significant difficulties with the acquisition and development of literacy and (basic) numeracy skills.

DATE OF FIRST TEACHING:

2011

PREREQUISITES:

This qualification is designed primarily for qualified and practising teachers and other professionals who hold recognised professional qualifications. Although OCR promotes open access to all qualifications, in practice,

candidates who do not have a professional background in providing learning support may find it difficult to access opportunities to generate the full range of evidence required to achieve the full qualification. Candidates should possess an appropriate level of learning support experience and should have unrestricted access to appropriate teaching and assessment practice.

It is anticipated that candidates will have a high level of skill and be working at or above the equivalent of Level 3 in the following Key Skill areas: Application of number, Communication, Improving own learning, IT, Problem solving and Working with others.

NUMBER OF UNITS/STRUCTURE:

Unit 1: Understanding special educational needs policy and context in relation to dyslexia/specific learning difficulties; Unit 2: Assessing the needs of individuals with dyslexia/specific learning difficulties; Unit 3: Planning and teaching learning programmes for individuals with dyslexia/specific learning difficulties; Unit 4: Evaluation of teaching and learning programmes for individuals with dyslexia/specific learning difficulties. Learners must complete all units to achieve the full qualification.

ASSESSMENT METHOD:

All units are locally assessed, internally verified by the centre and externally verified by OCR.

QUALITY ASSURANCE:

Assessment of all units, which reflect the practices of NVQ assessment, is centre-based. The assessment decisions are externally verified by OCR.

Candidates must demonstrate that they have achieved all of the performance criteria and knowledge and understanding requirements of the units in the way specified in the evidence requirements. Portfolios presented for assessment must include all of the evidence specified by OCR.

PROGRESSION/ARTICULATION:

OCR Level 7 Certificate and/or Diploma in Assessing and Teaching Learners with Dyslexia/Specific Learning Difficulties, OCR Level 4 Certificates in Teaching in the Lifelong Learning Sector.

OCR Certificate in Teaching in the Lifelong Learning Sector

QCF LEVEL:

Levels 3 and 4

BACKGROUND:

The OCR Levels 3 and 4 Certificates in Teaching in the Lifelong Learning Sector have been developed in collaboration with the Learning and Skills Improvement Service (LSIS) and are aimed at those in an associate teacher role.

An associate teacher is someone who will teach predominantly from packs or pre-prepared materials, and therefore has fewer responsibilities in the design of a curriculum and materials generally when compared with a full teacher role. They might teach or tutor on a one-to-one basis and will normally be delivering on a programme confined to a particular level, subject or type of learner. They might also be a teacher who only delivers short courses.

The OCR Levels 3 and 4 Certificates in Teaching in the Lifelong Learning Sector are part of the initial teaching qualifications which have been developed for existing and

new teachers who are involved in teaching in the Lifelong Learning Sector.

Learners have to achieve a total of 36 credits for the full qualification. They must demonstrate at least 30 hours of practice and assessment will involve observation of practice. There must be a minimum of three observations totalling a minimum of three hours.

DATE OF FIRST TEACHING:

September 2012

PREREQUISITES:

There are no formal entry requirements for this qualification. However, learners will need to have followed programmes of study at level 3 (or above) and have relevant and appropriate experience or qualifications in the subject/vocational area that they are teaching.

PEARSON (BTEC)

BTEC qualifications were certificated by BTEC (Business and Technician Education Council) from 1984, then by Edexcel from 1996. Since 2003 Edexcel has been part of Pearson.

Prior to 2002 BTEC qualifications were on BTEC's own framework. The subsequent frameworks were set up and controlled by the regulator. Originally the regulator was NCVQ (the National Council for Vocational Qualifications), then it was QCA (the Qualifications and Curriculum Authority), and currently it is Ofqual (the Office of Qualifications and Examinations Regulation).

The first framework to be set up by the regulator was the NQF. An additional framework, the QCF was introduced in 2009, primarily for vocational qualifications. Pearson re-developed some BTECs so that they were QCF-compliant for delivery from 2010. New sizes of qualification within the suites were introduced to increase flexibility. These developments enabled BTECs to be used as components within Diplomas, Apprenticeships and Foundation Learning provision and therefore to continue to be eligible for public funding. The broader range of sizes of BTECs at Level 3 facilitates them being taken by students alongside AS and A levels.

The timetable for the revision of the accreditation of the various suites of BTEC qualifications on the relevant frameworks is as follows:

BTEC FIRSTS (LEVEL 2)

2002	NQF (version 1)
2006	NQF (version 2)
2010	QCF
2012	NQF (BTEC Firsts Next Generation)

BTEC NATIONALS (LEVEL 3)

2002	NQF (version 1)
2007	NQF (version 2)
2010	QCF

BTEC HIGHER NATIONALS (LEVELS 4/5)

2003	NQF
2010	QCF

BTEC SPECIALIST AND PROFESSIONAL QUALIFICATIONS (PREVIOUSLY BTEC SHORT COURSE QUALIFICATIONS)

2002	NQF (version 1)
2006-7	NQF (version 2)
2007	QCF and NQF
2009	QCF

The following table summarises the qualifications, past and present, accredited to the various frameworks at all levels.

KEY SKILLS	NVQS	NQF, QCF AND THE BTEC CUSTOMISED FRAMEWORK		FRAMEWORK FOR HIGHER EDUCATION QUALIFICATION LEVELS (FHEQ)
		ORIGINAL LEVELS	REVISED LEVELS	
	Level 5 NVQs	Level 5 BTEC Advanced Professional Diplomas, Certificates and Awards (NQF and Customised) BTEC Professional Development Diploma	Level 8 BTEC Level 8 Advanced Professional Diplomas, Certificates and Awards (QCF) BTEC Advanced Professional Diplomas, Certificates and Awards (NQF and Customised)	D (Doctoral)
			Level 7 BTEC Level 7 Advanced Professional Diplomas, Certificates and Awards (QCF) BTEC Advanced Professional Diplomas, Certificates and Awards (NQF and Customised)	M (Masters)
Level 4 Key Skills	Level 4 NVQs	Level 4 BTEC HNDs and HNCs (NQF and Customised) BTEC Professional Diplomas, Certificates and Awards (NQF and Customised)	Level 6 BTEC Level 6 Professional Diplomas, Certificates and Awards (QCF) BTEC Professional Diplomas, Certificates and Awards (NQF and Customised)	H (Honours)
			Level 5 BTEC Level 5 HND Diplomas (QCF) BTEC HNDs (NQF and Customised) BTEC Level 5 Professional Diplomas, Certificates and Awards (QCF) BTEC Professional Diplomas, Certificates and Awards (NQF and Customised) BTEC Professional Development Diplomas	I (Intermediate) foundation degrees BTEC Level 5 HND Diplomas (QCF) Higher National Diplomas (NQF and Customised)
			Level 4 BTEC Level 4 HNC Diplomas (QCF) BTEC HNCs (NQF and Customised) BTEC Level 4 Professional Diplomas, Certificates and Awards (QCF) BTEC Professional Diplomas, Certificates and Awards (NQF and Customised) BTEC Professional Development Certificates	C (Certificate)
Level 3 Key Skills	Level 3 NVQs	Level 3 BTEC Level 3 Certificates, BTEC Level 3 Subsidiary Diplomas, BTEC Level 3 90-Credit Diplomas, BTEC Level 3 Diplomas and BTEC Level 3 Extended Diplomas (QCF) BTEC National Diplomas, Certificates, Subsidiary Certificates, Awards and Subsidiary Awards (NQF and Customised) BTEC Diplomas, Certificates and Awards (NQF and QCF) BTEC Advanced Diplomas, Certificates and Awards (Customised) BTEC Professional Development Award BTEC Diploma in Foundation Studies (Art and Design) (NQF and QCF) BTEC Professional Development Awards Advanced Extension Award GCE A and AS Levels		
Level 2 Key Skills Literacy Numeracy ESOL	Level 2 NVQs	Level 2 BTEC Level 2 Certificates, Level 3 Extended Certificates and Level 2 Diplomas (QCF) BTEC First Diplomas and Certificates (NQF and Customised) BTEC Diplomas, Certificates and Awards (NQF and QCF) BTEC Intermediate Diplomas, Certificates and Awards (Customised) Certificate of Pre-Vocational Education GCSEs grades A*-C		
Level 1 Key Skills	Level 1 NVQs	Level 1 BTEC Level 1 Diplomas, Certificates and Awards (QCF)		

KEY SKILLS	NVQS	NQF, QCF AND THE BTEC CUSTOMISED FRAMEWORK		FRAMEWORK FOR HIGHER EDUCATION QUALIFICATION LEVELS (FHEQ)
		ORIGINAL LEVELS	REVISED LEVELS	
Literacy Numeracy ESOL		BTEC Introductory Diplomas and Certificates (NQF and Customised) BTEC Diplomas, Certificates and Awards (NQF) BTEC Foundation Diplomas, Certificates and Awards (Customised) GCSEs grades D-G		
Entry Level Literacy Numeracy ESOL		Entry Level BTEC Entry Level Diplomas, Certificates and Awards (QCF) BTEC Entry Diplomas and Certificates (NQF and Customised) BTEC Certificates in Life Skills (NQF) BTEC Certificates in Skills for Working Life (NQF) Entry Level Certificates		

The QCF has strict rules on titling and so the names of each size of qualification had to be changed when they were accredited to the new framework. The following table matches the old with the new titles for the level 3 BTEC Nationals:

NQF LEVEL 3 BTEC NATIONALS	QCF LEVEL 3 BTEC NATIONALS	A LEVEL EQUIVALENCE IN SIZE
No equivalent qualification	Pearson BTEC Level 3 Certificate	0.5 x A level
Pearson Level 3 BTEC National Award	Pearson BTEC Level 3 Subsidiary Diploma	1 x A level
No equivalent qualification	Pearson BTEC Level 3 90-credit Diploma	1.5 x A levels
Pearson Level 3 BTEC National Certificate	Pearson BTEC Level 3 Diploma	2 x A levels
Pearson Level 3 BTEC National Diploma	Pearson BTEC Level 3 Extended Diploma	3 x A levels

One title, namely the BTEC Nationals in Children’s Play, Learning and Development, was accredited to the NQF for first teaching in 2012 and first awards in 2014, including the two additional sizes equivalent to 0.5 and 1.5 A levels. This means that two sets of titling convention are currently in use.

The following table matches the old with the new titles for the Level 2 BTEC Firsts:

NQF LEVEL 2 BTEC FIRSTS	QCF LEVEL 2 BTEC FIRSTS	NQF LEVEL 2 BTEC FIRSTS NEXT GENERATION (FIRST AWARDS 2013)	GCSE LEVEL EQUIVALENCE IN SIZE
No equivalent qualification	Pearson BTEC Level 2 Certificate	Pearson BTEC First Level 1/ Level 2 Award	1 x GCSE
Pearson Level 2 BTEC First Certificate	Pearson BTEC Level 2 Extended Certificate	Pearson BTEC First Level 1/ Level 2 Certificate	2 x GCSEs
No equivalent qualification	No equivalent qualification	Pearson BTEC First Level 1/ Level 2 Extended Certificate	3 x GCSEs
Pearson Level 2 BTEC First Diploma	Pearson BTEC Level 2 Diploma	Pearson BTEC First Level 1/ Level 2 Diploma	4 x GCSEs

New BTEC First qualifications were introduced in 2012 to meet new DfE requirements. There are four sizes of these qualifications equivalent in size to 1, 2 3 and 4 GCSEs.

It should be noted the QCF titling regulations do not allow the inclusion of the words ‘First’ or ‘National’ in the actual titles of the qualifications but the suites are still referred to as BTEC Firsts and BTEC Nationals.

The Edexcel website (www.edexcel.com) and the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>) give full details of BTEC qualifications.

Pearson BTEC Level 1/Level 2 Firsts (NQF)

NQF LEVEL:

Level 1/Level 2

BACKGROUND:

The new Pearson BTEC Level 1/Level 2 First qualifications are designed to provide vocationally-related qualifications in a range of sectors and replace the BTEC Level 2 qualifications that were introduced in 2010 and which are being phased out. They are unit-based qualifications that focus on a vocational sector. The Pearson BTEC Level 1/Level 2 First qualifications can extend the study and provide vocational emphasis for learners following a GCSE route or a combination of both in their main programme of study. Equally the Pearson BTEC Level 1/Level 2 Firsts offer focused qualifications for learners, particularly more mature learners, who wish to follow a shorter programme of study that is directly related to their work experience, or to an aspect of employment that they wish to move into in due course.

DATE OF FIRST TEACHING:

Some titles in 2012 and others, including all of the BTEC Level 1/Level 2 First Diplomas, in 2013.

DATE OF FIRST AWARD:

Some titles in 2013 and others, including all of the BTEC Level 1/Level 2 First Diplomas, in 2014.

NUMBER OF UNITS/STRUCTURE:

Award: At least two compulsory 30-GLH (guided learning hours) units plus optional units (either 30 or 60 GLH) to make up a qualification size of 120 GLH. Comparable in size to one GCSE.

Certificate: At least three compulsory 30-GLH units plus optional units (either 30 or 60 GLH) to make up a qualification size of 240 GLH. Comparable in size to two GCSEs.

Extended Certificate: At least three compulsory 30-GLH units plus optional units (either 30 or 60 GLH) to make up a qualification size of 360 GLH. Comparable in size to three GCSEs.

Diploma: At least six compulsory units plus optional units to make up a qualification size of 480 GLH. Units are either 30 or 60 GLH. Comparable in size to four GCSEs.

ASSESSMENT METHOD:

Award: One unit is externally assessed and the rest are internally assessed and externally verified.

Certificate, Extended Certificate and Diploma: Two units are externally assessed and the rest are internally assessed and externally verified.

The internal assessment is criterion-referenced, based on the achievement of specified outcomes.

GRADING SYSTEM:

The grading of units is at Level 1 Pass, Level 2 Pass, Level 2 Merit and Level 2 Distinction, which are detailed as part of the documents for certification.

Each qualification has an overall grade awarded at Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction or Level 2 Distinction*.

QUALITY ASSURANCE:

External verification and National Standards quality assurance is undertaken as follows:

- *Guidance and unit specification*
To promote consistency, the awarding body issues standards for programme/unit outcome, content, assessment and guidance on teaching and learning methods, programme design and assessment.

- *Approval*
Any centre (college, school or company) wishing to offer the qualification has to gain approval for that qualification by demonstrating that specified resources and quality criteria are met, both for the centre and the qualification.
- *External verification*
The awarding body appoints an external verifier to every sector programme which it approves. These are experienced practitioners, normally with occupational competence, from education and industry who are carefully selected and suitably qualified. They have a responsibility for ensuring that:
 - centres assess student performance using strategies that are valid and reliable
 - national standards of the qualifications are maintained
 - the consistency of the qualifications nationally is monitored using national comparisons.

Before any awards are issued, an external verifier must confirm that national standards are being applied consistently and certification is valid.

Verification is undertaken using a range of methods, including visits and remote sampling. Sampling of students' work is undertaken for all programmes.

PROGRESSION/ARTICULATION:

The BTEC Firsts are fully aligned with requirements for progression to further study at Level 3, into an apprenticeship or into the workplace.

Pearson BTEC Short Courses (NQF)

NQF LEVEL:

Levels 1–7

BACKGROUND:

The BTEC short course framework is flexible, supporting and enabling a range of different progression purposes. The framework was designed to:

- support lifelong learning and achievement
- provide access to qualification pathways
- provide the means of approving programmes that assess knowledge, understanding and skills development
- provide flexibility in terms of target audience, modes of delivery and assessment regimes
- facilitate career progression and updating.

A number of BTEC short course qualifications have been devised which are included within the NQF. For each qualification:

- there is a very specialist focus
- the structure normally comprises core and specialist units.
- units are normally 30 or 60 guided learning hours
- sizes across Levels 1–7 are normally: Award up to 90 hours, Certificate up to 180 hours, and Diploma up to 300 hours
- level is indicated by 1, 2, 3, 4, 5, 6 or 7
- assessment is internal or external, or a combination, depending on individual structures.

ASSESSMENT METHOD:

Qualifications within the short course framework are assessed, externally verified and recognised through national certification. This is supported by a credit transcript, which records and explains achievement at each of the levels of units undertaken.

QUALITY ASSURANCE:

External verification and National Standards Sampling quality assurance is undertaken as follows:

- *Guidance and unit specification*
To promote consistency, the awarding body issues standards for programme/unit outcomes, content, assessment and guidance on teaching and learning methods, programme design and assessment.
- *Approval*
Any centre (college, university, school or company) wishing to offer the qualification has to gain approval for that qualification by demonstrating that specified quality criteria are met, both for the centre and the qualification.
- *External verification*
The awarding body appoints an external verifier (pre-HE provision) or subject examiner (HE provision) to every sector programme that it approves. These are experienced practitioners, normally with occupational competence, from education and industry who are carefully selected and suitably qualified. They have a responsibility for ensuring that:
 - centres assess student performance using strategies that are valid and reliable
 - national standards of the qualifications are maintained
 - the consistency of the qualifications nationally is monitored using national comparisons.

Before any awards are issued, an external verifier must confirm that national standards are being applied consistently and certification is valid. Verification is undertaken using a range of methods, including visits and remote sampling. Sampling of students' work is undertaken for all programmes. Some programmes are permitted to report on their own sampling activity rather than be subject to a second central sample in each year.

PROGRESSION /ARTICULATION

The framework is designed to be compatible with the NQF and allows the learner to access and progress through further and higher qualifications or training.

Pearson BTEC Level 5 Higher National Certificate (NQF)

QUALIFICATION ABBREVIATION:

BTEC HNC

NQF LEVEL:

Level 5

BACKGROUND:

BTEC HNCs are currently designed to equip students with the knowledge, understanding and skills required for success in current and future employment or for progression to an undergraduate degree, NVQs and/or professional body qualifications. These vocationally related qualifications will enable students to meet changing circumstances, whether these arise from a shift in their own sphere of employment, promotion to supervisory or management roles or from general changes in business/professional practices, technological advances or the work environment.

Many major professional bodies recognise Pearson's BTEC qualifications for exemption from professional examinations and/or entry to full corporate membership.

In some professions, the Pearson BTEC qualification is the main route to professional qualifications. Because employers and professional bodies are heavily involved in the design of Pearson's BTEC qualifications, they are recognised in industry and commerce. Some programmes have been approved to run in-company at training centres to meet particular company needs.

DATE OF FIRST TEACHING:

The first BTEC NQF HNCs were introduced in 2003

DATE OF FIRST AWARD:

2004

PREREQUISITES:

Learners should have a profile of qualifications and/or experience that shows an ability to progress to a Level 5 qualification. For learners who have recently been in education, the entry profile is likely to include one of the following:

- a BTEC National Certificate or Diploma
- an AVCE/Advanced GNVQ in an appropriate vocational area
- a GCE Advanced level profile that demonstrates strong performance in a relevant subject or an adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A* – C
- other related Level 3 qualifications
- an Access to Higher Education Certificate awarded by an approved further education institution
- related work experience.

Mature learners may present a more varied profile of achievement that is likely to include extensive work experience (paid and/or unpaid) and/or achievement of a range of professional qualifications in their work sector.

NUMBER OF UNITS/STRUCTURE:

An HNC consists of 10 units, all of which have to be achieved at Pass or above.

Units in the HNC are at one of two notional levels H1 and H2 (H1 = Level 4, H2 = Level 5) and are used to designate the relative intellectual demand, complexity, depth of study and learner autonomy for the unit. In these HNCs, at least 50% of the units must be at H2 level. H2 level places the emphasis, for example, on the application and evaluation of contrasting ideas, principles, theories and practices, greater specialisation in the field of study, and an increasing independence in systematic enquiry and analysis. H2 units are, generally speaking, studied in the final year, building on prior knowledge or H1 units.

ASSESSMENT METHOD:

Assessment instruments are constructed by centres. Assessment instruments should collectively ensure coverage of all assessment criteria within each unit and should provide opportunities for the evidencing of all the grade descriptors. It is advised that assessment criteria and contextualised grade descriptors are clearly indicated on each assessment instrument to provide a focus for learners (for transparency and to ensure that feedback is specific to the criteria) and to assist with internal standardisation processes. Tasks/activities should enable learners to produce evidence that relates directly to the assessment criteria and grade descriptors.

GRADING SYSTEM:

Each unit is graded Pass, Merit or Distinction using grading descriptors provided for the Higher Nationals. All NQF BTEC Higher National qualifications are awarded at Pass or Fail.

HEPs often specify the number of H2 units and/or the number of Merit or Distinction unit grades (sometimes specifying these) when framing their offers for degree programmes etc.

QUALITY ASSURANCE:

Independent assessment via external examiners.

PROGRESSION/ARTICULATION:

Into Level 5 or 6 qualifications, such as degrees and/or professional body qualifications, often allowing exemption from the first year and/or second year of a degree or a specified part of a professional qualification.

Pearson BTEC Level 5 Higher National Diploma (NQF)

QUALIFICATION ABBREVIATION:

BTEC HND

NQF LEVEL:

Level 5

BACKGROUND:

BTEC HNDs are currently designed to equip students with the knowledge, understanding and skills required for success in current and future employment or for progression to an undergraduate degree, NVQs and/or professional body qualifications. These vocationally-related qualifications will enable students to meet changing circumstances, whether these arise from a shift in their own sphere of employment, promotion to supervisory or management roles or from general changes in business/professional practices, technological advances or the work environment. The BTEC HND provides a wider breadth of study than the BTEC HNC.

Many major professional bodies recognise Pearson's BTEC qualifications for exemption from professional examinations and/or entry to full corporate membership. In some professions, the Pearson BTEC qualification is the main route to professional qualifications. Because employers and professional bodies are heavily involved in the design of Pearson's BTEC qualifications, they are recognised in industry and commerce. Some programmes have been approved to run in-company at training centres to meet particular company needs.

DATE OF FIRST TEACHING:

The BTEC NQF HNDs were first introduced in 2003

DATE OF FIRST AWARD:

2004

PREREQUISITES:

Learners should have a profile of qualifications and/or experience that shows an ability to progress to a level 5 qualification. For learners who have recently been in education, the entry profile is likely to include one of the following:

- a BTEC National Certificate or Diploma
- an AVCE/Advanced GNVQ in an appropriate vocational area
- a GCE Advanced level profile that demonstrates strong performance in a relevant subject or an adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A* – C
- other related level 3 qualifications
- an Access to Higher Education Certificate awarded by an approved further education institution
- related work experience.

Mature learners may present a more varied profile of achievement that is likely to include extensive work experience (paid and/or unpaid) and/or achievement of a range of professional qualifications in their work sector.

NUMBER OF UNITS/STRUCTURE:

HNDs consist of 16 units, all of which have to be achieved at Pass or above.

H1 and H2 are notional level indicators, which show the relative intellectual demand, complexity, depth of study and learner autonomy. In all versions of HNDs and HNCs at least 50% of the units must be at H2 level. H2 level places the emphasis, for example, on the application and evaluation of contrasting ideas, principles, theories and practices, greater specialisation in the field of study, and an increasing independence in systematic enquiry and analysis. H2 units are, generally speaking, studied in the final year, building on prior knowledge or H1 units.

ASSESSMENT METHOD:

Assessment instruments are constructed by centres. Assessment instruments should collectively ensure coverage of all assessment criteria within each unit and should provide opportunities for the evidencing of all the grade descriptors. It is advised that assessment criteria and contextualised grade descriptors are clearly indicated on each assessment instrument to provide a focus for learners (for transparency and to ensure that feedback is specific to the criteria) and to assist with internal standardisation processes. Tasks/activities should enable learners to produce evidence that relates directly to the assessment criteria and grade descriptors.

All units are internally assessed.

GRADING SYSTEM:

Each unit is graded Pass, Merit or Distinction using grading descriptors provided for the Higher Nationals. All NQF BTEC Higher National qualifications are graded pass or fail.

HEPs often specify the number of H2 units and/or the number of Merit or Distinction unit grades (sometimes specifying these) when framing their offers for degree programmes etc.

QUALITY ASSURANCE:

Independent assessment via external examiners.

PROGRESSION/ARTICULATION:

Into Level 5 or 6 qualifications, such as degrees and/or professional body qualifications, often allowing exemption from the first year and/or second year of a degree or a specified part of a professional qualification.

Pearson BTEC Level 2 Certificate (QCF)

QCF LEVEL:

Level 2

BACKGROUND:

The new Pearson BTEC Level 2 Certificates are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment or for education progression. They also provide career development opportunities for those already in work.

DATE OF FIRST TEACHING:

2010

DATE OF FIRST AWARD:

2011

NUMBER OF UNITS/STRUCTURE:

Specified mandatory units and a choice of optional units to total 15 credits.

ASSESSMENT METHOD:

All units are internally assessed and externally verified.

The assessment is criterion-referenced, based on the achievement of specified outcomes.

GRADING SYSTEM:

The grading of units is at Pass, Merit and Distinction, which are detailed as part of the documents for certification.

Each qualification will have an overall grade awarded at Pass, Merit, Distinction or Distinction*.

QUALITY ASSURANCE:

External verification and National Standards quality assurance is undertaken as follows:

- *Guidance and unit specification*
To promote consistency, the awarding body issues standards for programme/unit outcome, content, assessment and guidance on teaching and learning methods, programme design and assessment.
- *Approval*
Any centre (college, school or company) wishing to offer the qualification has to gain approval for that qualification by demonstrating that specified resources and quality criteria are met, both for the centre and the qualification.
- *Standards verification*
The awarding body appoints a standards verifier to every sector programme which it approves. These are experienced practitioners, normally with occupational competence, from education and industry who are carefully selected and suitably qualified. They have a responsibility for ensuring that:
 - centres assess student performance using strategies that are valid and reliable
 - national standards of the qualifications are maintained
 - the consistency and standards are verified by the Lead Internal Verifier
 - the consistency of the qualifications nationally is monitored using national comparisons.

Before any awards are issued, standards verification must confirm that national standards are being applied consistently and certification is valid.

Verification is undertaken using a range of methods, including visits and remote sampling. Sampling of students' work is undertaken for all programmes.

PROGRESSION/ARTICULATION:

The qualifications have been developed to provide learners with a preparation for employment, to provide career development opportunities for those already in work and to enable progression and continuation of study in the vocational area (to any associated Level 3 vocationally-related qualification or to a Level 2 or 3 occupational competence qualification such as an NVQ).

Pearson BTEC Level 2 Extended Certificate (QCF)

QCF LEVEL:

Level 2

BACKGROUND:

These QCF BTEC Level 2 Extended Certificates replace the level 2 BTEC First Certificates which were accredited on the NQF. They are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment or for education progression. They also provide career development opportunities for those already in work.

DATE OF FIRST TEACHING:

2010

DATE OF FIRST AWARD:

2011

NUMBER OF UNITS/STRUCTURE:

Specified mandatory units and a choice of optional units to total 30 credits.

ASSESSMENT METHOD:

All units are internally assessed and externally verified.

The assessment is criterion-referenced, based on the achievement of specified outcomes.

GRADING SYSTEM:

The grading of units is at Pass, Merit and Distinction, which are detailed as part of the documents for certification.

Each qualification will have an overall grade awarded at Pass, Merit, Distinction or Distinction*.

QUALITY ASSURANCE:

External verification and National Standards quality assurance is undertaken as follows:

- *Guidance and unit specification*
To promote consistency, the awarding body issues standards for programme/unit outcome, content, assessment and guidance on teaching and learning methods, programme design and assessment.
- *Approval*
Any centre (college, school or company) wishing to offer the qualification has to gain approval for that qualification by demonstrating that specified resources and quality criteria are met, both for the centre and the qualification.
- *Standards verification*
The awarding body appoints a standards verifier to every sector programme which it approves. These are experienced practitioners, normally with occupational competence, from education and industry who are carefully selected and suitably qualified. They have a responsibility for ensuring that:
 - centres assess student performance using strategies that are valid and reliable
 - national standards of the qualifications are maintained
 - the consistency and standards are verified by the Lead Internal Verifier
 - the consistency of the qualifications nationally is monitored using national comparisons.

Before any awards are issued, standards verification must confirm that national standards are being applied consistently and certification is valid.

Verification is undertaken using a range of methods, including visits and remote sampling. Sampling of students' work is undertaken for all programmes.

PROGRESSION/ARTICULATION:

The qualifications have been developed to provide learners with a preparation for employment, to provide career development opportunities for those already in work and to enable progression and continuation of study in the vocational area (to any associated Level 3 vocationally-related qualification or to a Level 2 or 3 occupational competence qualification such as an NVQ).

Pearson BTEC Level 2 Diploma (QCF)

QCF LEVEL:

Level 2

BACKGROUND:

These QCF BTEC Level 2 Diplomas replace the Level 2 BTEC First Diplomas which were accredited on the NQF. They are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment or for education progression. They also provide career development opportunities for those already in work.

DATE OF FIRST TEACHING:

2010

DATE OF FIRST AWARD:

2011

NUMBER OF UNITS/STRUCTURE:

Specified mandatory units and a choice of optional units to total 60 credits.

ASSESSMENT METHOD:

All units are internally assessed and externally verified.

The assessment is criterion-referenced, based on the achievement of specified outcomes.

GRADING SYSTEM:

The grading of units is at Pass, Merit and Distinction, which are detailed as part of the documents for certification.

Each qualification will have an overall grade awarded at Pass, Merit, Distinction or Distinction*.

QUALITY ASSURANCE:

External verification and National Standards quality assurance is undertaken as follows:

- *Guidance and unit specification*
To promote consistency, the awarding body issues standards for programme/unit outcome, content, assessment and guidance on teaching and learning methods, programme design and assessment.
- *Approval*
Any centre (college, school or company) wishing to offer the qualification has to gain approval for that qualification by demonstrating that specified resources and quality criteria are met, both for the centre and the qualification.

- *Standards verification*

The awarding body appoints a standards verifier to every sector programme which it approves. These are experienced practitioners, normally with occupational competence, from education and industry who are carefully selected and suitably qualified. They have a responsibility for ensuring that:

- centres assess student performance using strategies that are valid and reliable
- national standards of the qualifications are maintained
- the consistency and standards are verified by the Lead Internal Verifier
- the consistency of the qualifications nationally is monitored using national comparisons.

Before any awards are issued, standards verification must confirm that national standards are being applied consistently and certification is valid.

Verification is undertaken using a range of methods, including visits and remote sampling. Sampling of students' work is undertaken for all programmes.

PROGRESSION/ARTICULATION:

The qualifications have been developed to provide learners with a preparation for employment, to provide career development opportunities for those already in work and to enable progression and continuation of study in the vocational area (to any associated Level 3 vocationally-related qualification or to a Level 2 or 3 occupational competence qualification such as an NVQ).

Pearson BTEC Specialist Level 3 Award/Certificate/Diploma (QCF) – designed originally for inclusion in Advanced Diplomas

QCF LEVEL:

Level 3

BACKGROUND:

These graded BTEC Level 3 Specialist qualifications have been specifically developed by Pearson and have been drawn from QCF-accredited BTEC Level 3 National qualifications. They were designed for inclusion as Additional and Specialist learning for the 14-19 Advanced Diploma, but may also be taken as independent BTEC specialist qualifications.

DATE OF FIRST TEACHING:

2010

DATE OF FIRST AWARD:

2011

NUMBER OF UNITS/STRUCTURE:

Qualifications are 10, 30 or 60 credits, depending upon the number of 10-credit units included.

ASSESSMENT METHOD:

All units are internally assessed and externally verified.

The assessment is criterion-referenced, based on the achievement of specified outcomes.

GRADING SYSTEM:

Each unit is graded Pass, Merit or Distinction.

Each qualification will have an overall grade awarded at Pass, Merit, or Distinction and carry UCAS Tariff points for entry to higher education as shown below.

AWARD

Grade	UCAS Tariff points		
	Group A	Group B	Group C
Distinction	20	30	40
Merit	13	20	26
Pass	7	10	13

CERTIFICATE

Grade	UCAS Tariff points			
	Group A	Group B	Group C	Group D
Distinction	40	60	80	100
Merit	26	40	52	65
Pass	13	20	26	35

EXTENDED CERTIFICATE

Grade	UCAS Tariff points
Distinction	60
Merit	40
Pass	20

DIPLOMA

Grade	UCAS Tariff points		
	Group A	Group B	Group C
Distinction	80	100	120
Merit	52	65	80
Pass	26	35	40

For details of the subjects covered by each group please visit www.ucas.com/how-it-all-works/explore-your-options/entry-requirements/tariff-tables/btec-not-nats

For more information about the UCAS Tariff, please see Appendix B.

QUALITY ASSURANCE:

External verification and National Standards quality assurance is undertaken as follows:

- *Guidance and unit specification*
To promote consistency, the awarding body issues standards for programme/unit outcome, content, assessment and guidance on teaching and learning methods, programme design and assessment.
- *Approval*
Any centre (college, school or company) wishing to offer the qualification has to gain approval for that qualification by demonstrating that specified resources and quality criteria are met, both for the centre and the qualification.
- *Standards verification*
The awarding body appoints a standards verifier to every sector programme which it approves. These are experienced practitioners, normally with occupational competence, from education and industry who are carefully selected and suitably qualified. They have a responsibility for ensuring that:
 - centres assess student performance using strategies that are valid and reliable
 - national standards of the qualifications are maintained
 - the consistency and standards are verified by the Lead Internal Verifier
 - the consistency of the qualifications nationally is monitored using national comparisons.

Before any awards are issued, standards verification must confirm that national standards are being applied consistently and certification is valid.

Verification is undertaken using a range of methods, including visits and remote sampling. Sampling of students' work is undertaken for all programmes.

PROGRESSION/ARTICULATION:

Apprenticeships, employment, further learning.

Pearson BTEC Level 3 Certificate (QCF)

QCF LEVEL:

Level 3

BACKGROUND:

The Pearson BTEC Level 3 Certificates are designed to provide highly specialist work-related qualifications in a range of vocational sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. They also provide career development opportunities for those already in work, and through articulation to higher education, degree and professional development programmes provide progression opportunities within the same cognate or related areas of study within universities and other institutions.

DATE OF FIRST TEACHING:

2010

DATE OF FIRST AWARD:

2011

NUMBER OF UNITS/STRUCTURE:

Specified mandatory units and a choice of optional units to total 30 credits.

ASSESSMENT METHOD:

All units are internally assessed and externally verified.

The assessment is criterion-referenced, based on the achievement of specified outcomes.

GRADING SYSTEM:

Each unit is assessed and graded at Distinction, Merit or Pass. The qualification will have an overall grade awarded at Distinction*, Distinction, Merit or Pass, as below.

The Pearson BTEC Level 3 Certificate has been allocated UCAS Tariff points as follows:

Grade	UCAS Tariff points
D*	70
D	60
M	40
P	20

For more information about the UCAS Tariff, please see Appendix B.

QUALITY ASSURANCE:

External verification and National Standards quality assurance is undertaken as follows:

- *Guidance and unit specification*
To promote consistency, the awarding body issues standards for programme/unit outcome, content, assessment and guidance on teaching and learning methods, programme design and assessment.
- *Approval*
Any centre (college, university, school or company) wishing to offer the qualification has to gain approval for that qualification by demonstrating that specified resources and quality criteria are met, both for the centre and the qualification.

- **External verification**

The awarding body appoints an external verifier to every sector programme which it approves. These are experienced practitioners, normally with occupational competence, from education and industry who are carefully selected and suitably qualified. They have a responsibility for ensuring that:

- centres assess student performance using strategies that are valid and reliable
- national standards of the qualifications are maintained
- the consistency of the qualifications nationally is monitored using national comparisons.

Before any awards are issued, an external verifier must confirm that national standards are being applied consistently and certification is valid.

Verification is undertaken using a range of methods, including visits and remote sampling. Sampling of students' work is undertaken for all programmes.

PROGRESSION/ARTICULATION:

The qualifications have been developed to provide learners with a preparation for employment, to provide career development opportunities for those already in work and to enable progression and continuation of study in the vocational area (to any associated Level 4 or 5 vocationally-related qualification, including degrees, or to a Level 3 or 4 vocationally-related qualification or occupational competence qualification such as an NVQ).

Pearson BTEC Level 3 Subsidiary Diploma (QCF)

QCF LEVEL:

Level 3

BACKGROUND:

These QCF BTEC Level 3 Subsidiary Diplomas replace the Level 3 BTEC National Awards which were accredited on the NQF. They are designed to provide highly specialist work-related qualifications in a range of vocational sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. They also provide career development opportunities for those already in work, and through articulation to higher education, degree and professional development programmes provide progression opportunities within the same cognate or related areas of study within universities and other institutions.

DATE OF FIRST TEACHING:

2010

DATE OF FIRST AWARD:

2011

NUMBER OF UNITS/STRUCTURE:

Specified mandatory units and a choice of optional units to total 60 credits.

ASSESSMENT METHOD:

All units are internally assessed and externally verified.

The assessment is criterion-referenced, based on the achievement of specified outcomes.

GRADING SYSTEM:

Each unit is assessed and graded at Distinction, Merit or Pass. The qualification will have an overall grade awarded at Distinction*, Distinction, Merit or Pass.

The Pearson BTEC Level 3 Subsidiary Diploma has been allocated UCAS Tariff points as follows:

Grade	UCAS Tariff points
D*	140
D	120
M	80
P	40

For more information about the UCAS Tariff, please see Appendix B.

QUALITY ASSURANCE:

External verification and National Standards quality assurance is undertaken as follows:

- **Guidance and unit specification**
To promote consistency, the awarding body issues standards for programme/unit outcome, content, assessment and guidance on teaching and learning methods, programme design and assessment.
- **Approval**
Any centre (college, university, school or company) wishing to offer the qualification has to gain approval for that qualification by demonstrating that specified resources and quality criteria are met, both for the centre and the qualification.
- **External verification**
The awarding body appoints an external verifier to every sector programme which it approves. These are experienced practitioners, normally with occupational competence, from education and industry who are carefully selected and suitably qualified. They have a responsibility for ensuring that:
 - centres assess student performance using strategies that are valid and reliable
 - national standards of the qualifications are maintained
 - the consistency of the qualifications nationally is monitored using national comparisons.

Before any awards are issued, an external verifier must confirm that national standards are being applied consistently and certification is valid.

Verification is undertaken using a range of methods, including visits and remote sampling. Sampling of students' work is undertaken for all programmes.

PROGRESSION/ARTICULATION:

The qualifications have been developed to provide learners with a preparation for employment, to provide career development opportunities for those already in work and to enable progression and continuation of study in the vocational area (to any associated Level 4 or 5 vocationally-related qualification, including degrees, or to a Level 3 or 4 vocationally-related qualification or occupational competence qualification such as an NVQ).

Pearson BTEC Level 3 90-Credit Diploma (QCF)

QCF LEVEL:

Level 3

BACKGROUND:

The BTEC Level 3 90-Credit Diploma (QCF) is built from the existing bank of QCF BTEC Level 3 units and uses the same BTEC assessment approach. The 540 GLH size allows centres to deliver a full Level 3 qualification in just one year of curriculum time, supporting achievement and

future progression. This new qualification provides the opportunity for learners to gain a more substantial chunk of achievement in the first year that will be more easily recognised by employers, or built on with further learning.

DATE OF FIRST TEACHING:
2010

DATE OF FIRST AWARD:
2011

NUMBER OF UNITS/STRUCTURE:
Specified mandatory units and a choice of optional units to total 60 credits.

ASSESSMENT METHOD:
All units are internally assessed and externally verified.

The assessment is criterion-referenced, based on the achievement of specified outcomes.

GRADING SYSTEM:
The Pearson BTEC Level 3 90-Credit Diploma has been allocated UCAS Tariff points as follows:

Grade	UCAS Tariff points
D*D*	210
D*D	200
DD	180
DM	160
MM	120
MP	100
PP	60

For more information about the UCAS Tariff, please see Appendix B.

QUALITY ASSURANCE:
External verification and National Standards quality assurance is undertaken as follows:

- *Guidance and unit specification*
To promote consistency, the awarding body issues standards for programme/unit outcome, content, assessment and guidance on teaching and learning methods, programme design and assessment.
- *Approval*
Any centre (college, university, school or company) wishing to offer the qualification has to gain approval for that qualification by demonstrating that specified resources and quality criteria are met, both for the centre and the qualification.
- *External verification*
The awarding body appoints an external verifier to every sector programme which it approves. These are experienced practitioners, normally with occupational competence, from education and industry who are carefully selected and suitably qualified. They have a responsibility for ensuring that:
 - centres assess student performance using strategies that are valid and reliable
 - national standards of the qualifications are maintained
 - the consistency of the qualifications nationally is monitored using national comparisons.

Before any awards are issued, an external verifier must confirm that national standards are being applied consistently and certification is valid.

Verification is undertaken using a range of methods, including visits and remote sampling. Sampling of students' work is undertaken for all programmes.

PROGRESSION/ARTICULATION:

There is potential for the qualification to prepare learners for progression within education or into employment in the appropriate vocational sector and it is suitable for those who have decided that they wish to study in detail or work in a particular area of work. It is broadly equivalent to 1.5 GCE A levels and provides a programme of study manageable in a year so that learners can bank and then build on their achievement. In this way it encourages progression for those learners who wish to undertake a one-year course of study because of individual circumstances.

Some learners may wish to gain the qualification in order to enter a specialist area of employment or to progress to a larger or different Level 3 programme. Other learners may want to extend the specialism they studied on the BTEC Level 3 Certificate or the BTEC Level 3 Subsidiary Diploma programme. Learners may also be able to use the BTEC Level 3 90-Credit Diploma to gain partial achievement and have the requisite skills, knowledge and understanding needed in the sector.

For adult learners the BTEC Level 3 90-Credit Diploma can extend their experience of working in a particular sector. It could also be a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

Pearson BTEC Level 3 Diploma (QCF)

QCF LEVEL:
Level 3

BACKGROUND:
These QCF BTEC Level 3 Diplomas replace the Level 3 BTEC National Certificates which were accredited on the NQF. They are designed to provide highly specialist work-related qualifications in a range of vocational sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. They also provide career development opportunities for those already in work, and through articulation to higher education, degree and professional development programmes provide progression opportunities within the same cognate or related areas of study within universities and other institutions.

DATE OF FIRST TEACHING:
2010

DATE OF FIRST AWARD:
2011

NUMBER OF UNITS/STRUCTURE:
Specified mandatory units and a choice of optional units to total 120 credits.

ASSESSMENT METHOD:
All units are internally assessed and externally verified.

The assessment is criterion-referenced, based on the achievement of specified outcomes.

GRADING SYSTEM:
Each unit is assessed and graded at Distinction, Merit or Pass. The qualification will have one of seven overall grades awarded.

The Pearson BTEC Level 3 Diploma has been allocated UCAS Tariff points as follows:

Grade	UCAS Tariff points
D*D*	280
D*D	260
DD	240
DM	200
MM	160
MP	120
PP	80

For more information about the UCAS Tariff, please see Appendix B.

QUALITY ASSURANCE:

External verification and National Standards quality assurance is undertaken as follows:

- *Guidance and unit specification*
To promote consistency, the awarding body issues standards for programme/unit outcome, content, assessment and guidance on teaching and learning methods, programme design and assessment.
- *Approval*
Any centre (college, university, school or company) wishing to offer the qualification has to gain approval for that qualification by demonstrating that specified resources and quality criteria are met, both for the centre and the qualification.
- *External verification*
The awarding body appoints an external verifier to every sector programme which it approves. These are experienced practitioners, normally with occupational competence, from education and industry who are carefully selected and suitably qualified. They have a responsibility for ensuring that:
 - centres assess student performance using strategies that are valid and reliable
 - national standards of the qualifications are maintained
 - the consistency of the qualifications nationally is monitored using national comparisons.

Before any awards are issued, an external verifier must confirm that national standards are being applied consistently and certification is valid.

Verification is undertaken using a range of methods, including visits and remote sampling. Sampling of students' work is undertaken for all programmes.

PROGRESSION/ARTICULATION:

The qualifications have been developed to provide learners with a preparation for employment, to provide career development opportunities for those already in work and to enable progression and continuation of study in the vocational area (to any associated Level 4 or 5 vocationally-related qualification, including degrees, or to a Level 3 or 4 vocationally-related qualification or occupational competence qualification such as an NVQ).

Pearson BTEC Level 3 Extended Diploma (QCF)

QCF LEVEL:

Level 3

BACKGROUND:

These QCF BTEC Level 3 Extended Diplomas replace the Level 3 BTEC National Diplomas which were accredited on the NQF. They are designed to provide highly specialist work-related qualifications in a range of vocational sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. They also provide

career development opportunities for those already in work, and through articulation to higher education, degree and professional development programmes provide progression opportunities within the same cognate or related areas of study within universities and other institutions.

DATE OF FIRST TEACHING:

2010

DATE OF FIRST AWARD:

2011

NUMBER OF UNITS/STRUCTURE:

Specified mandatory units and a choice of optional units to total 180 credits.

ASSESSMENT METHOD:

All units are internally assessed and externally verified.

The assessment is criterion-referenced, based on the achievement of specified outcomes.

GRADING SYSTEM:

Each unit is assessed and graded at Distinction, Merit or Pass. The qualification will have one of ten overall grades awarded, as below.

The Pearson BTEC Level 3 Extended Diploma has been allocated UCAS Tariff points as follows:

Grade	UCAS Tariff points
D*D*D*	420
D*D*D	400
D*DD	380
DDD	360
DDM	320
DMM	280
MMM	240
MMP	200
MPP	160
PPP	120

For more information about the UCAS Tariff, please see Appendix B.

QUALITY ASSURANCE:

External verification and National Standards quality assurance is undertaken as follows:

- *Guidance and unit specification*
To promote consistency, the awarding body issues standards for programme/unit outcome, content, assessment and guidance on teaching and learning methods, programme design and assessment.
- *Approval*
Any centre (college, university, school or company) wishing to offer the qualification has to gain approval for that qualification by demonstrating that specified resources and quality criteria are met, both for the centre and the qualification.
- *External verification*
The awarding body appoints an external verifier to every sector programme which it approves. These are experienced practitioners, normally with occupational competence, from education and industry who are carefully selected and suitably qualified. They have a responsibility for ensuring that:
 - centres assess student performance using strategies that are valid and reliable
 - national standards of the qualifications are maintained
 - the consistency of the qualifications nationally is monitored using national comparisons.

Before any awards are issued, an external verifier must confirm that national standards are being applied consistently and certification is valid.

Verification is undertaken using a range of methods, including visits and remote sampling. Sampling of students' work is undertaken for all programmes.

PROGRESSION/ARTICULATION:

The qualifications have been developed to provide learners with a preparation for employment, to provide career development opportunities for those already in work and to enable progression and continuation of study in the vocational area (to any associated Level 4 or 5 vocationally-related qualification, including degrees, or to a Level 3 or 4 vocationally-related qualification or occupational competence qualification such as an NVQ).

Pearson BTEC Level 3 Nationals in Children's Play, Learning and Development (NQF)

QCF LEVEL:

Level 3

BACKGROUND:

A set of new Pearson BTEC Level 3 Nationals has been developed for Children's Play, Learning and Development. They are designed to provide vocationally-related qualifications in the childcare sector. They are unit-based qualifications and were accredited to the NQF for first teaching in 2012.

In July 2013, the National College of Teaching and Leadership (NCTL) introduced criteria that qualifications must meet to enable Early Years Educator practitioners to demonstrate their competence. The NCTL Early Years Educator (EYE) criteria defined the content of the Level 3 qualifications that practitioners must hold to be included in the ratios specified in the Early Years Foundation Stage Statutory Framework. The Pearson BTEC Level 3 National Certificate and Diploma in Children's Play, Learning and Development (Early Years Educator) were revised to meet these criteria and so to confer Early Years Educators status on learners. In order to retain coherence in this suite of BTEC qualifications, minor changes were also made to the Subsidiary Award, the Award and the Subsidiary Certificate.

DATE OF FIRST TEACHING:

2012 (revised version for EYE 2014)

DATE OF FIRST AWARD:

2014 (revised version for EYE 2016)

NUMBER OF UNITS/STRUCTURE:

	GLH	EXTERNALLY ASSESSED UNITS	INTERNALLY ASSESSED UNITS	REQUIRED WORK EXPERIENCE
BTEC Level 3 National Subsidiary Award	180	1 x mandatory 120 GLH	1 mandatory (60 GLH)	
BTEC Level 3 National Award	360	1 x mandatory 120 GLH	4 mandatory units (2 x 60 GLH, 2 x 30 GLH) plus 1 optional unit (60 GLH)	
BTEC Level 3 National Subsidiary Certificate	540	1 x mandatory 120 GLH	5 mandatory units (3 x 60 GLH, 2 x 30 GLH) plus 3 optional units (60 GLH)	50 hours
BTEC Level 3 National Certificate	720	1 x mandatory 120 GLH	11 mandatory units (9 x 60 GLH, 2 x 30 GLH)	750 hours
BTEC Level 3 National Diploma	1080	1 x mandatory 120 GLH	12 mandatory units plus optional units to the value of 300 GLH	750 hours

ASSESSMENT METHOD:

One unit (120 GLH) is externally assessed by means of a two-hour examination. The rest are internally assessed and externally verified.

The internal assessment is criterion-referenced, based on the achievement of specified outcomes.

GRADING SYSTEM:

The grading of units is Pass, Merit and Distinction, which are detailed as part of the documents for certification.

Each qualification will have an overall grade awarded as follows:

- BTEC Level 3 National Subsidiary Award: P, M, D, D*
- BTEC Level 3 National Award: P, M, D, D*
- BTEC Level 3 National Subsidiary Certificate: PP, MP, MM, DM, DD, D*D, D*D*
- BTEC Level 3 National Certificate: PP, MP, MM, DM, DD, D*D, D*D*
- BTEC Level 3 National Diploma: PPP, MPP, MMP, MMM, DMM, DDM, DDD, D*DD, D*D*D, D*D*D*

QUALITY ASSURANCE:

External verification and National Standards quality assurance is undertaken as follows:

- *Guidance and unit specification*
To promote consistency, the awarding body issues standards for programme/unit outcome, content, assessment and guidance on teaching and learning methods, programme design and assessment.
- *Approval*
Any centre (college, school or company) wishing to offer the qualification has to gain approval for that qualification by demonstrating that specified resources and quality criteria are met, both for the centre and the qualification.
- *External verification*
The awarding body appoints an external verifier to every sector programme which it approves. These are experienced practitioners, normally with occupational competence, from education and industry who are carefully selected and suitably qualified. They have a responsibility for ensuring that:
 - centres assess student performance using strategies that are valid and reliable
 - national standards of the qualifications are maintained
 - the consistency of the qualifications nationally is monitored using national comparisons.

Before any awards are issued, an external verifier must confirm that national standards are being applied consistently and certification is valid.

Verification is undertaken using a range of methods, including visits and remote sampling. Sampling of students' work is undertaken for all programmes.

PROGRESSION/ARTICULATION:

The qualifications have been developed to provide learners with a preparation for employment, to provide career development opportunities for those already in work and to enable progression and continuation of study in the vocational area. Continued study may be to any associated Level 4, 5 or 6 vocationally-related qualification, including HNC, HND, foundation degrees and honours degrees, or to a Level 3 or 4 vocationally-related qualification or occupational competence qualification such as an NVQ.

Pearson BTEC Specialist courses Levels 1-3 (QCF)

QCF LEVEL:

Levels 1–3

BACKGROUND:

The BTEC specialist course framework is flexible, supporting and enabling a range of different progression purposes. The framework was designed to:

- support lifelong learning and achievement
- provide access to qualification pathways
- provide the means of approving programmes that assess knowledge, understanding and skills development
- provide flexibility in terms of target audience, modes of delivery and assessment regimes
- facilitate career progression and updating

A number of BTEC specialist course qualifications have been devised which are included within the QCF. For each qualification:

- there is a very specialist focus
- the structure normally comprises core and specialist units
- sizes across Levels 1–3 are normally: Award up to 12 credits, Certificate up to 36 credits, and Diploma 37 + credits
- level is indicated by 1, 2, or 3
- assessment is internal or external, or a combination, depending on individual structures.

ASSESSMENT METHOD:

Qualifications within the short course framework are assessed, externally verified and recognised through national certification. This is supported by a credit transcript, which records and explains achievement at each of the levels of units undertaken.

QUALITY ASSURANCE:

External verification and National Standards quality assurance is undertaken as follows:

- *Guidance and unit specification*
To promote consistency, the awarding body issues standards for programme/unit outcome, content, assessment and guidance on teaching and learning methods, programme design and assessment.

- *Approval*
Any centre (college, university, school or company) wishing to offer the qualification has to gain approval for that qualification by demonstrating that specified resources and quality criteria are met, both for the centre and the qualification.
- *Standards verification*
The awarding body appoints a standards verifier to every sector programme which it approves. These are experienced practitioners, normally with occupational competence, from education and industry who are carefully selected and suitably qualified. They have a responsibility for ensuring that:
 - centres assess student performance using strategies that are valid and reliable
 - national standards of the qualifications are maintained
 - the consistency and standards are verified by the Lead Internal Verifier
 - the consistency of the qualifications nationally is monitored using national comparisons.

Before any awards are issued, standards verification must confirm that national standards are being applied consistently and certification is valid.

Verification is undertaken using a range of methods, including visits and remote sampling. Sampling of students' work is undertaken for all programmes.

PROGRESSION/ARTICULATION:

The qualifications have been developed to provide learners with a preparation for employment, to provide career development opportunities for those already in work and to enable progression and continuation of study in the vocational area (to any associated Level 4 or 5 vocationally-related qualification, including degrees, or to a Level 3 or 4 vocationally-related qualification or occupational competence qualification such as an NVQ).

Pearson WorkSkills Levels 1-3 (QCF)

QCFK LEVEL:

Entry Level and Levels 1–3

BACKGROUND:

The WorkSkills suite comprises over 100 units and several qualifications across four levels: Entry 3, Level 1, Level 2 and Level 3.

WorkSkills is a flexible qualification, available in a range of sizes and levels, which can enrich curriculum at any time of the year. The qualification is funded and contributes to Foundation Learning provision at Entry 3 and Level 1. It has an extensive range of units, giving the opportunity to build a customised BTEC that caters for learners' needs. WorkSkills provides recognition for learners' abilities and evidence of the skills required for success in the workplace.

There are four skills pathways within the WorkSkills framework:

- Personal Life Skills
- Sustainable Employability Skills
- Work Placement Skills
- Skills for Business.

Learners combine units from across these pathways to build qualifications of different sizes and different levels.

ASSESSMENT METHOD:

BTEC WorkSkills is internally assessed and externally verified. To achieve a 'pass' a learner must have successfully achieved all the assessment criteria.

QUALITY ASSURANCE:

External verification and National Standards quality assurance is undertaken as follows:

- *Guidance and unit specification*
To promote consistency, the awarding body issues standards for programme/unit outcome, content, assessment and guidance on teaching and learning methods, programme design and assessment.
- *Approval*
Any centre (college, university, school or company) wishing to offer the qualification has to gain approval for that qualification by demonstrating that specified resources and quality criteria are met, both for the centre and the qualification.
- *Standards verification*
The awarding body appoints a standards verifier to every sector programme which it approves. These are experienced practitioners, normally with occupational competence, from education and industry who are carefully selected and suitably qualified. They have a responsibility for ensuring that:
 - centres assess student performance using strategies that are valid and reliable
 - national standards of the qualifications are maintained
 - the consistency and standards are verified by the Lead Internal Verifier
 - the consistency of the qualifications nationally is monitored using national comparisons.

Before any awards are issued, standards verification must confirm that national standards are being applied consistently and certification is valid.

Verification is undertaken using a range of methods, including visits and remote sampling. Sampling of students' work is undertaken for all programmes.

PROGRESSION/ARTICULATION:

Provides recognition for learners' abilities and evidence of the skills required for success in the workplace. Learners taking BTECs, GCSEs, Diplomas, NVQs, Apprenticeships and other recognised courses can fit WorkSkills into their timetable, adding further value and an additional work-based qualification to their CV. WorkSkills can be embedded into the curriculum to accredit skills already being taught.

Pearson BTEC Professional courses Levels 4-7 (QCF)

QCF LEVEL:

Levels 4-7

BACKGROUND:

The BTEC Professional course framework is flexible, supporting and enabling a range of different progression purposes. The framework was designed to:

- support lifelong learning and achievement
- provide access to qualification pathways
- provide the means of approving programmes that assess knowledge, understanding and skills development

- provide flexibility in terms of target audience, modes of delivery and assessment regimes
- facilitate career progression and updating.

A number of BTEC Professional course qualifications have been devised which are included within the QCF. For each qualification:

- there is a very specialist focus
- the structure normally comprises core and specialist units
- sizes across Levels 4-7 are normally: Award up to 12 credits, Certificate up to 36 credits, and Diploma 37 + credits
- level is indicated by 4, 5, 6, 7
- assessment is internal or external, or a combination, depending on individual structures.

ASSESSMENT METHOD:

Qualifications within the short course framework are assessed, externally verified and recognised through national certification. This is supported by a credit transcript, which records and explains achievement at each of the levels of units undertaken.

QUALITY ASSURANCE:

External verification and National Standards quality assurance is undertaken as follows:

- *Guidance and unit specification*
To promote consistency, the awarding body issues standards for programme/unit outcome, content, assessment and guidance on teaching and learning methods, programme design and assessment.
- *Approval*
Any centre (college, university, school or company) wishing to offer the qualification has to gain approval for that qualification by demonstrating that specified resources and quality criteria are met, both for the centre and the qualification.
- *Standards verification*
The awarding body appoints a standards verifier to every sector programme which it approves. These are experienced practitioners, normally with occupational competence, from education and industry who are carefully selected and suitably qualified. They have a responsibility for ensuring that:
 - centres assess student performance using strategies that are valid and reliable
 - national standards of the qualifications are maintained
 - the consistency and standards are verified by the Lead Internal Verifier
 - the consistency of the qualifications nationally is monitored using national comparisons.

Before any awards are issued, standards verification must confirm that national standards are being applied consistently and certification is valid.

Verification is undertaken using a range of methods, including visits and remote sampling. Sampling of students' work is undertaken for all programmes.

PROGRESSION/ARTICULATION:

The qualifications have been developed to provide learners with a preparation for employment, to provide career development opportunities for those already in work and to enable progression and continuation of study in the vocational area (to any associated Level 4 or 5 vocationally-related qualification, including degrees, or to a Level 3 or 4 vocationally-related qualification or occupational competence qualification such as an NVQ).

Pearson BTEC Level 4 HNC Diploma (QCF)

QCF LEVEL:

Level 4

BACKGROUND:

The QCF BTEC Level 4 HNC Diploma replaces the NQF BTEC Higher National Certificate. The move onto the QCF guarantees continued funding for these qualifications.

DATE OF FIRST TEACHING:

2010

DATE OF FIRST AWARD:

2011

NUMBER OF UNITS/STRUCTURE:

Each HNC is made up of a number of units, with some being mandatory and others optional. Units can be different sizes and have different numbers of credits. There is no standard number of units or credits. Some of the optional units are available at Level 5.

ASSESSMENT METHOD:

Aural examination, coursework, e-assessment, multiple choice examination, oral examination, portfolio of evidence, practical demonstration/assignment, practical examination, task-based controlled assessment, written examination.

GRADING SYSTEM:

Each unit is graded Pass, Merit or Distinction using grading descriptors provided for the Higher Nationals. All QCF BTEC Higher National qualifications are awarded an overall grade of Pass, Merit or Distinction.

HEPs often specify the number of H2 units and/or the number of Merit or Distinction unit grades (sometimes specifying these) when framing their offers for degree programmes etc.

QUALITY ASSURANCE:

Independent assessment via external examiners.

PROGRESSION/ARTICULATION:

Progression to the second or third year of a degree programme, depending on the suitability of the units taken. Progression to employment in the relevant industry.

Pearson BTEC Level 5 HND Diploma (QCF)

QCF LEVEL:

Level 5

BACKGROUND:

The QCF BTEC Level 5 HND Diploma replaces the NQF BTEC Higher National Diploma. The move onto the QCF guarantees continued funding for these qualifications.

DATE OF FIRST TEACHING:

2010

DATE OF FIRST AWARD:

2011

NUMBER OF UNITS/STRUCTURE:

Each HND is made up of a number of units, with some being mandatory and others optional. Units can be different sizes and have different numbers of credits. There is no standard number of units or credits.

ASSESSMENT METHOD:

Aural examination, coursework, e-assessment, multiple choice examination, oral examination, portfolio of evidence, practical demonstration/assignment, practical examination, task-based controlled assessment, written examination.

GRADING SYSTEM:

Each unit is graded Pass, Merit or Distinction using grading descriptors provided for the Higher Nationals. All QCF BTEC Higher National qualifications are awarded an overall grade of Pass, Merit or Distinction.

HEPs often specify the number of H2 units and/or the number of Merit or Distinction unit grades (sometimes specifying these) when framing their offers for degree programmes etc.

QUALITY ASSURANCE:

Independent assessment via external examiners.

PROGRESSION/ARTICULATION:

Progression to the second or third year of a degree programme, depending on the suitability of the units taken. Progression to employment in the relevant industry.

Pearson LCCI

Pearson LCCI Level 3 Certificate in Accounting

NQF LEVEL:

Level 3

BACKGROUND:

This qualification is suitable for learners who are working or preparing to work in an advanced area of accountancy. It aims to enable learners to develop the necessary knowledge and skills to prepare and interpret accounts for sole traders, partnerships, non-trading organisations, limited companies and groups of companies. It also introduces learners to the principles and practice of decision making.

DATE OF FIRST TEACHING:

2008

PREREQUISITES:

Learners must have the knowledge and skills equivalent to the LCCI IQ level 1 Certificate in Bookkeeping and Level 2 Certificate in Bookkeeping and Accounts qualifications.

Additionally, learners should have a standard of English equivalent to the LCCI IQ Level 2 English for Business qualification.

NUMBER OF UNITS/STRUCTURE:

Single unit.

ASSESSMENT METHOD:

100% external assessment. A three-hour examination consisting of four questions to be completed from a choice of five.

EXAMINATION TIMING:

Three times a year and on demand.

DATE OF RESULT PUBLICATION:

Series: nine weeks from end of exam period. On demand: six weeks from the receipt of scripts.

GRADING SYSTEM:

Pass 50%, Merit 60%, Distinction 75%.

From 2008 this qualification carries UCAS Tariff points as follows.

Grade	UCAS Tariff points
Distinction	120
Credit	90
Pass	70

For more information about the UCAS Tariff, please see Appendix B.

PROGRESSION/ARTICULATION:

Successful learners can progress to the LCCI IQ level 4 Financial Accounting (IAS) qualification, or may go on to qualify for a range of LCCI Group or specialist Diplomas. In addition, learners may progress to ACCA and CAT qualifications where they will gain exemption from specified modules.

Pearson LCCI Level 3 Certificate in Accounting (IAS)

NQF LEVEL:

Level 3

BACKGROUND:

This qualification is suitable for learners who are working or preparing to work in an advanced area of accountancy. It aims to allow learners to develop the ability to prepare accounting statements and data in accordance with basic accounting conventions and current international accounting practice, with reference to disclosure of accounting policies, inventory, accounting for depreciation, cash flow statements and group accounts. It also aims to develop learners' ability to apply the principles of decision making.

DATE OF FIRST TEACHING:

2008

PREREQUISITES:

Learners must have the knowledge and skills equivalent to the LCCI IQ level 1 Certificate in Bookkeeping and level 2 Certificate in Bookkeeping and Accounts qualifications.

Additionally, learners should have a standard of English equivalent to the LCCI IQ level 2 English for Business qualification.

NUMBER OF UNITS/STRUCTURE:

Single unit

ASSESSMENT METHOD:

100% external assessment. A three-hour examination consisting of four questions to be completed from a choice of five.

EXAMINATION TIMING:

Three times a year and on demand.

DATE OF RESULT PUBLICATION:

Series: nine weeks from end of exam period. On demand: six weeks from the receipt of scripts.

GRADING SYSTEM:

Pass 50%, Merit 60%, Distinction 75%

From 2008 this qualification carries UCAS Tariff points as follows.

Grade	UCAS Tariff points
Distinction	120
Credit	90
Pass	70

For more information about the UCAS Tariff, please see Appendix B.

PROGRESSION/ARTICULATION:

Successful learners can progress to the LCCI IQ level 4 Financial Accounting (IAS) qualification or may go on to qualify for a range of LCCI Group or specialised Diplomas. In addition, learners may progress to ACCA and CAT qualifications where they will gain exemptions from specified modules.

Pearson LCCI Level 3 Certificate in Business Principles and Practice

NQF LEVEL:

Level 3

BACKGROUND:

The level 3 Certificate in Business Principles and Practice develops candidates' understanding of the advanced principles and practices of business relating to the business environment and how businesses are organised and managed operationally and financially. It also looks at how business performance can be measured and improved and introduces concepts of business strategy and planning. The qualification is suitable for people who want to develop their understanding of modern business management practices in order to improve their business career opportunities and/or academic progression. It is particularly suitable for people who currently hold middle management positions within any of the functional business areas or those aspiring to such positions.

DATE OF FIRST TEACHING:

2012

PREREQUISITES:

Learners should have a standard of English which enables them to make themselves understood in a business context and which is equivalent to LCCI level 2 Certificate English for Business.

NUMBER OF UNITS/STRUCTURE:

Single unit – learners need to achieve the single unit.

ASSESSMENT METHOD:

100% external assessment – an examination lasting 2.5 hours containing five compulsory questions.

EXAMINATION TIMING:

Three times a year and on demand.

DATE OF RESULT PUBLICATION:

Series: nine weeks from end of exam period. On demand: six weeks from the receipt of scripts.

GRADING SYSTEM:

Pass 50%, Merit 60%, Distinction 75%

PROGRESSION/ARTICULATION:

Successful learners may go on to achieve a range of LCCI Diplomas or to relevant foundation degree courses.

Pearson LCCI Level 3 Award in Professional Ethics in Accounting and Finance

QCF LEVEL:

Level 3

BACKGROUND:

The Level 3 Award in Professional Ethics in Accounting and Finance introduces candidates to the importance of the ethical duties of an accounting professional. It develops their knowledge and understanding of the framework

and principles of ethical behaviour in accounting and how these are applied in the work environment. The qualification is suitable for people pursuing a career in accounting or those who currently work in accounting and finance related roles. It can be taken as part of the candidates' personal development as well as to maintain continuing professional development.

DATE OF FIRST TEACHING:
2010

PREREQUISITES:
Learners should have a standard of English which enables them to make themselves understood in a business context and which is equivalent to LCCI Level 2 Certificate English for Business.

NUMBER OF UNITS/STRUCTURE:
Single unit – learners need to achieve single unit of three credits.

ASSESSMENT METHOD:
100% external assessment – an examination lasting 1 hr 15 minutes containing 20 case study-based multiple choice questions.

EXAMINATION TIMING:
On demand only

DATE OF RESULT PUBLICATION:
Six weeks from the receipt of scripts.

GRADING SYSTEM:
Pass 50%, Merit 60%, Distinction 75%

PROGRESSION/ARTICULATION:
Successful learners may go on to achieve a range of LCCI Specialised Diplomas or to professional accounting and finance qualifications.

Pearson LCCI Level 3 Award in Computerised Accounting Skills

QCF LEVEL:
Level 3

BACKGROUND:
The Level 3 Award in Computerised Accounting Skills develops candidates' ability to manage a computerised accounting system in order to provide management information. Candidates will learn how to process non-routine accounting transactions and print and analyse reports such as the profit and loss and balance sheet. This qualification is suitable for people who work or intend to work in an advanced accounting role. The assessment for this qualification can be completed using a range of computerised methods.

DATE OF FIRST TEACHING:
2011

PREREQUISITES:
Learners should have a standard of English which enables them to make themselves understood in a business context and which is equivalent to LCCI Level 2 Certificate English for Business.

Candidates for this qualification must at least have book-keeping and accounting knowledge and skills equivalent to the LCCI Level 2 Book-keeping and Accounts qualification.

NUMBER OF UNITS/STRUCTURE:
Single unit – learners need to achieve a single unit of 10 credits.

ASSESSMENT METHOD:
100% external assessment – an examination lasting three hours consisting of a practical case study with related tasks.

EXAMINATION TIMING:
On demand only

DATE OF RESULT PUBLICATION:
Six weeks from the receipt of scripts.

GRADING SYSTEM:
Pass 50%, Merit 60%, Distinction 75%

PROGRESSION/ARTICULATION:
Successful learners may go on to achieve a range of LCCI Specialised Diplomas or to professional accounting and finance qualifications.

Pearson LCCI Level 3 Award in Understanding Financial Statements

QCF LEVEL:
Level 3

BACKGROUND:
The Level 3 Award in Understanding Financial Statements develops candidates' knowledge and understanding of financial statements and their ability to interpret the information presented using ratios. This qualification is suitable for people who are non-specialist in financial accounting but who need to understand the language and principles of financial statements in order to broaden their career opportunities or improve their career progression. It is particularly suitable for candidates specialising in cost and management accounting or other business-related courses as well as managers, administrators, budget holders, salespeople, business owners, etc. It is also useful for anyone wishing to simply improve their own learning and personal development and better manage their personal finance.

DATE OF FIRST TEACHING:
2010

PREREQUISITES:
Learners should have a standard of English which enables them to make themselves understood in a business context and which is equivalent to LCCI Level 2 Certificate English for Business.

NUMBER OF UNITS/STRUCTURE:
Single unit – learners need to achieve single unit of five credits.

ASSESSMENT METHOD:
100% external assessment – an examination lasting one hour consisting of 30 multiple-choice questions.

EXAMINATION TIMING:
On demand only.

DATE OF RESULT PUBLICATION:
Six weeks from the receipt of scripts.

GRADING SYSTEM:
Pass 50%, Merit 60%, Distinction 75%

PROGRESSION/ARTICULATION:
Successful learners may go on to achieve a range of LCCI Specialised Diplomas.

Pearson LCCI Level 3 Award in Principles and Practice of Costing

QCF LEVEL:

Level 3

BACKGROUND:

The Level 3 Award in Principles and Practice of Costing develops candidates' understanding and application of the principles of costing. It enables candidates to recognise different approaches to cost accounting and make informed and reasoned judgements to guide management. The qualification is suitable for people who wish to develop a general understanding of the use of cost accounting in organisations in order to broaden their career opportunities and progression.

DATE OF FIRST TEACHING:

2010

PREREQUISITES:

Learners should have a standard of English which enables them to make themselves understood in a business context and which is equivalent to LCCI Level 2 Certificate English for Business.

NUMBER OF UNITS/STRUCTURE:

Two compulsory units – learners need to achieve eight credits.

ASSESSMENT METHOD:

100% external assessment – an examination lasting 1 hour 15 minutes consisting of 30 multiple-choice questions.

EXAMINATION TIMING:

On demand only.

DATE OF RESULT PUBLICATION:

Six weeks from the receipt of scripts.

GRADING SYSTEM:

Pass 50%, Merit 60%, Distinction 75%

PROGRESSION/ARTICULATION:

Successful learners may go on to achieve a range of LCCI Specialised Diplomas or to professional accounting and finance qualifications.

Pearson LCCI Level 4 Award in Islamic Finance and Banking

QCF LEVEL:

Level 4

BACKGROUND:

The aim of this qualification is to provide candidates with an introduction to Islamic finance and banking. They will review the fundamental principles underlying Islamic finance and learn about the main Shariah-compliant financial instruments. They will be introduced to the main operations of Islamic banking and learn about Islamic contracts and Islamic bonds. Their study will include practical applications of Islamic financial principles including those involving calculations.

This qualification would suit a candidate working in a financial environment, who wishes to progress into a specialised role within Islamic banking or other Islamic finance products.

DATE OF FIRST TEACHING:

2012

PREREQUISITES:

Learners should have a standard of English which enables them to make themselves understood in a business context and which is equivalent to LCCI level 2 Certificate English for Business.

NUMBER OF UNITS/STRUCTURE:

Single unit – learners need to achieve a single unit of 10 credits.

ASSESSMENT METHOD:

100% external assessment – an examination lasting two hours consisting of four compulsory questions.

EXAMINATION TIMING:

On demand only.

DATE OF RESULT PUBLICATION:

Six weeks from the receipt of scripts.

GRADING SYSTEM:

Pass 50%, Merit 60%, Distinction 75%

PROGRESSION/ARTICULATION:

Successful learners may go on to achieve the LCCI level 4 Diploma in Accounting and Finance.

Pearson LCCI Level 4 Award in Business Finance and Banking Operations

QCF LEVEL:

Level 4

BACKGROUND:

The Level 4 Award in Business Finance and Banking Operations develops the candidates' skill and knowledge to be able to perform a cost benefit analysis on a range of investment and financing options and make recommendations which support business decision-making. Candidates will also gain a basic understanding of the principle activities carried out by a commercial bank, and the need for its governance and regulation, along with an introduction to the financial markets, including foreign exchange. This qualification is suitable for people who wish to work in an accounting environment, pathway to higher education or as part of their own continuous professional development.

DATE OF FIRST TEACHING:

2012

PREREQUISITES:

Learners should have a standard of English which enables them to make themselves understood in a business context and which is equivalent to LCCI Level 2 Certificate English for Business.

NUMBER OF UNITS/STRUCTURE:

Single unit – learners need to achieve a single unit of 10 credits.

ASSESSMENT METHOD:

100% external assessment – an examination lasting two hours consisting of four compulsory questions.

EXAMINATION TIMING:

On demand only.

DATE OF RESULT PUBLICATION:

Six weeks from the receipt of scripts.

GRADING SYSTEM:

Pass 50%, Merit 60%, Distinction 75%

PROGRESSION/ARTICULATION:

Successful learners may go on to achieve the LCCI Level 4 Diploma in Accounting and Finance.

Pearson LCCI Level 4 Certificate in Applied Business Economics

QCF LEVEL:

Level 4

BACKGROUND:

The Level 4 Certificate in Applied Business Economics introduces candidates to micro and macro economic theory. This qualification will develop the candidates' knowledge of economic concepts and theory that can be applied to business activity. Candidates will understand the market mechanism and its failings, identify market structure, and will understand costs, revenues and profits. They will be able to analyse the effect of different market structures on price, output and efficiency. Candidates will also analyse macro economic activity, government macro-objectives and the policies that can be implemented to achieve these objectives. This qualification is suitable for people who wish to work in a role which requires a significant level of business decision-making, progress into higher education, or as part of their own continuous professional development.

DATE OF FIRST TEACHING:

2012

PREREQUISITES:

Learners should have a standard of English which enables them to make themselves understood in a business context and which is equivalent to LCCI Level 2 Certificate English for Business.

NUMBER OF UNITS/STRUCTURE:

Single unit – learners need to achieve a single unit of 20 credits.

ASSESSMENT METHOD:

100% external assessment – an examination lasting three hours consisting of five compulsory questions.

EXAMINATION TIMING:

On demand only.

DATE OF RESULT PUBLICATION:

Six weeks from the receipt of scripts.

GRADING SYSTEM:

Pass 50%, Merit 60%, Distinction 75%

PROGRESSION/ARTICULATION:

Successful learners may go on to achieve the LCCI Level 4 Diploma in Accounting and Finance.

Pearson LCCI Level 3 Award in Introduction to Business Planning and Strategy

QCF LEVEL:

Level 3

BACKGROUND:

The Level 3 Award in Introduction to Business Strategy and Planning introduces and develops candidates' knowledge and understanding of the key models and frameworks used in strategy development and planning, and how these may be applied in given situations. It is suitable for people who wish to develop a general understanding of strategic planning in order to broaden their career

opportunities and progression. It is particularly suitable for people who currently hold management positions or those aspiring to such positions.

DATE OF FIRST TEACHING:

2010

PREREQUISITES:

Learners should have a standard of English which enables them to make themselves understood in a business context and which is equivalent to LCCI Level 2 Certificate English for Business.

NUMBER OF UNITS/STRUCTURE:

Single unit – learners need to achieve a single unit of five credits.

ASSESSMENT METHOD:

100% external assessment – an examination lasting one hour consisting of 30 multiple-choice questions.

EXAMINATION TIMING:

On demand only.

DATE OF RESULT PUBLICATION:

Six weeks from the receipt of scripts.

GRADING SYSTEM:

Pass 50%, Merit 60%, Distinction 75%

PROGRESSION/ARTICULATION:

Successful learners may go on to achieve a range of LCCI level 3 Specialised Diplomas.

Sevenoaks School Certificate (SSC)

BACKGROUND:

Sevenoaks School Certificate: English Literature is exclusive to Sevenoaks School. It replaces the GCSE qualification, which was felt by staff to be insufficiently inspiring and not the best preparation for the IB. The new school-based certificate demands a wide range of skills, exposes students to a broad and international range of literature, as well as covering a variety of genres and historical periods. A more interdisciplinary approach is encouraged in the teaching and learning, while independent creativity and critical thinking are key concepts of the course.

DATE OF FIRST TEACHING:

2010

DATE OF FIRST AWARD: :

2012

PREREQUISITES:

The course is undertaken in Year 10 and Year 11 by all Sevenoaks students.

NUMBER OF UNITS/STRUCTURE:

The Sevenoaks School Certificate in English Literature is taught alongside IGCSE English Language. In the Michaelmas term of Year 10, students study a modern play, engage in creative writing and study world literature short stories, delivering formal oral presentations on the latter; they also have an introduction to critical essay writing skills. In the Lent term, the focus is on comparative poetry, and students also undertake unseen poetry analysis. In the summer term, a Shakespeare text is studied; there is further unseen analysis and creative writing, and students begin looking at a substantial pre-1914 text. In Year 11, pupils complete the pre-1914 text, finalise their written coursework folders, and prepare for the final examinations, which comprise one closed-text paper on a modern novel and a second paper assessing unseen poetry analysis skills.

ASSESSMENT METHOD:

A range of assessment methods is employed, including a portfolio of written coursework (40%), oral assessment (10%), and terminal examination (50%).

EXAMINATION TIMING:

The terminal examinations take place in June of Year 11, with regular and scheduled opportunities for written and oral assessment throughout the two years of the course.

DATE OF RESULT PUBLICATION:

Sevenoaks publishes the SSC results at the same time as the release of GCSE and IGCSE results in August of Year 11.

GRADING SYSTEM:

The school awards grades A* – U, in common with (I) GCSE, A* being the highest grade, and U representing an unclassified grade. The standard is intended to be at least as high as the equivalent (I)GCSE grade, though comparison is not wholly meaningful as the aims and objectives of the course, as well as some of the skills demanded, differ from the national standard qualification.

QUALITY ASSURANCE:

Each course is internally examined and moderated, but final moderation is undertaken by an independent external specialist, and there is a re-mark facility involving a second external marker, with a separate appeals process available for students and parents.

PROGRESSION/ARTICULATION:

The chief aim of the Sevenoaks School Certificate is to help prepare students for the IB Diploma and to equip them with the relevant knowledge, understanding and skills required in the sixth form. As such, it is coherent in design, rigorous in assessment, and promotes the values of intellectual enquiry in the student.

Sports Leaders UK Level 3 Certificate in Higher Sports Leadership (QCF)

QCF LEVEL:

Level 3

BACKGROUND:

The Level 3 Certificate in Higher Sports Leadership is a nationally recognised qualification that enables successful candidates to lead unsupervised groups of people in sport and recreational activities.

The Level 3 Certificate in Higher Sports Leadership is a vital bridge to employment, further training and volunteering, and builds upon the skills and experience gained through the Sports Leadership UK Level 1 and 2 qualifications.

The qualification teaches generic leadership skills such as organisation, planning, communication and teamwork through the medium of sport.

Higher Sports Leaders are valued for the independent contribution they make to organised sport in schools, colleges and universities, and provide a valuable resource in the organisation of sports days, tournaments and community events.

PREREQUISITES:

Level 2 Award in Community Sports Leadership/Level 2 Award in Sports Leadership.

NUMBER OF UNITS/STRUCTURE:

The Level 3 Certificate in Higher Sports Leadership consists of eight units of work and takes 107 hours to deliver, of which 30 hours have to show practical application to leadership.

ASSESSMENT METHOD:

Internally assessed and externally verified.

GRADING SYSTEM:

Pass/Fail

The Sports Leaders UK Level 3 Certificate in Higher Sports Leadership has been allocated UCAS Tariff points as follows:

Grade	UCAS Tariff points
Pass	30

For more information about the UCAS Tariff, please see Appendix B.

QUALITY ASSURANCE:

Accredited by Sports Leaders UK.

PROGRESSION:

Sports Leaders UK awards and qualifications enhance academic degree programmes. They add value to foundation and undergraduate courses through vocational experience and provide training for students seeking volunteering experience.

The Level 3 Certificate in Higher Sports Leadership is a bridge to employment, demonstrating that Higher Sports Leaders possess experience and skills that go far beyond leading sport.

Technical Certificate

BACKGROUND:

Technical Certificates are vocational qualifications identified by sector bodies (eg SSCs) and awarding bodies that provide the underpinning knowledge and understanding relevant to an NVQ as part of an Apprenticeship framework. They:

- are capable of delivery through a taught programme of learning
- permit a structured approach to the teaching and assessment of the underpinning knowledge and understanding of an NVQ
- ensure that the theoretical knowledge required to achieve an Apprenticeship is clearly demonstrated
- retain their original qualification title.

The technical certificate will support the learning required for the NVQ and provide a basis for progression.

NUMBER OF UNITS/STRUCTURE:

The size of a technical certificate can vary, depending on the relevant occupational sector and NTO advice.

ASSESSMENT METHOD:

All qualifications accredited in the NQF or QCF must include a form of independent assessment or an alternative approved by the regulatory authorities. Independent assessment is defined as assessment of a candidates' work that is carried out by assessors who do not have a vested interest in the outcome. One form of independent assessment is external assessment, where assessment tasks are set, and candidates' work assessed, by the awarding body. External assessment can consist of case study work, multiple choice items, centrally set projects or assignments or written tests, for example.

Trinity College London

Trinity College is an international exam board, providing recognised qualifications in a range of subjects, including English language, communication skills, music and drama. Trinity has been delivering external exams since 1877 and assesses over 600,000 candidates a year and operates in more than 60 countries around the world.

Exams are internationally recognised as providing robust evidence of proficiency, and focus on assessing the skills people need to perform and communicate successfully in real life. They are recognised by Ofqual and other education authorities in countries around the world.

Trinity College London Awards in the Arts

QCF LEVEL:

Explore = Entry 3, Bronze = Level 1, Silver = Level 2, Gold = Level 3

BACKGROUND:

The Arts Award recognises and celebrates young people's development through the arts. Its objectives are to:

- encourage young people to enjoy and take part in the arts, now and throughout their lives
- promote achievement in the arts among young people
- provide opportunities for collaborative work and leadership that will promote young people's broader personal development
- encourage young people to work independently, helping them to prepare for further education and employment
- help young people find progression routes in the arts
- encourage new art forms, innovation and experimentation
- help young people to develop creativity, leadership and communication skills.

DATE OF FIRST TEACHING:

2006

DATE OF FIRST AWARD:

2006

PREREQUISITES:

None, but Arts Award advisers should check candidate(s) can work at the required level before beginning the awards.

NUMBER OF UNITS/STRUCTURE:

Entry Level 3 and Level 1 comprise one unit, Level 2 and Level 3 comprise two units.

ASSESSMENT METHOD:

Internal assessment externally moderated by Trinity.

EXAMINATION TIMING:

Assessments are available all year round.

DATE OF RESULT PUBLICATION:

Results are confirmed by issue of a certificate.

GRADING SYSTEM:

Pass, Below Pass. Outcome statements and criteria describing the various levels of achievement required for each level are included in the syllabus.

A Pass in Arts Award, Gold Level, is allocated 35 UCAS Tariff points.

For more information about the UCAS Tariff, please see Appendix B.

QUALITY ASSURANCE:

Internal assessments are externally moderated by Trinity. External moderation is conducted by trained Trinity moderators who are standardised annually.

Trinity College London Graded Examinations in Communication Skills (Grades 1 to 8)

QCF LEVEL:

Grades 1–3 = Level 1, Grades 4–5 = Level 2, Grades 6–8 = Level 3

BACKGROUND:

Trinity Guildhall graded examinations in communication skills are designed to allow candidates to develop and refine expertise in different registers of communication through spoken English. These examinations assess a candidate's ability to engage with analytical and critical concepts, to persuade, to negotiate, to summarise and to communicate information, ideas and opinions in a variety of contexts.

DATE OF FIRST TEACHING:

1918

DATE OF FIRST AWARD:

1918

PREREQUISITES:

None, but the syllabus is cumulative and entry assumes mastery of the previous grade.

NUMBER OF UNITS/STRUCTURE:

Each grade comprises one unit.

ASSESSMENT METHOD:

100% external assessment conducted by a Trinity examiner.

EXAMINATION TIMING:

Examinations are available all year round.

DATE OF RESULT PUBLICATION:

Results are confirmed by issue of a certificate.

GRADING SYSTEM:

Distinction, Merit, Pass, Below Pass. Outcome statements and criteria describing the various levels of achievement required for each attainment band are included in the syllabuses.

QUALITY ASSURANCE:

Marks entered onto report forms are analysed at Trinity's head office before results are confirmed by issue of a Certificate.

Examiners are standardised annually and are observed regularly by a senior examiner. A proportion of examinations are recorded for the purpose of monitoring.

Trinity College London Diploma in Dance Teaching and Learning (Children and Young People)

QUALIFICATION ABBREVIATION:
DDTAL (CYP)

QCF LEVEL:
Level 6

BACKGROUND:
The Diploma is designed to be flexible to meet the needs of teachers of dance to children and young people at different stages of their careers. It is recognised that there will be many people who might be interested in taking this qualification for whom a training course is not relevant given their previous experience and existing qualifications. Some people may, however, choose to undertake the qualification as part of a continuing professional development (CPD) programme. It is designed to address all these needs.

The Diploma in Dance Teaching and Learning can be undertaken in any dance style from Contemporary to Hip Hop and from Ballet to Bharatanatyam.

DATE OF FIRST TEACHING:
2010

DATE OF FIRST AWARD:
2010

PREREQUISITES:
There are no formal prerequisite qualifications. However, it is likely the candidate will have completed dance training commensurate with a degree-level education in Dance that ensures that dance knowledge, performance and technical skills are at a high level. This does not preclude any candidate with significant experience in dance but no formal qualifications.

The minimum age for undertaking this qualification is 18. There is no maximum age limit.

NUMBER OF UNITS/STRUCTURE:
This qualification consists of four mandatory units which must be passed for successful completion of the diploma.

ASSESSMENT METHOD:
In order to pass each unit, the candidate must successfully demonstrate their knowledge of the learning outcomes in relation to their own practice and style of dance, or a style of dance that they are interested in. Each unit is assessed by a combination of coursework, oral examination, portfolio of evidence and practical examination.

To be awarded the Diploma, all units must be passed within three years of passing their first submitted unit of the qualification. It is a requirement that Units 1-3 are successfully completed before undertaking Unit 4.

EXAMINATION TIMING:
Each unit is assessed in relation to the learning outcomes and their related assessment criteria. Examination is available all year round.

DATE OF RESULT PUBLICATION:
On passing a unit the candidate will get notification of this pass along with a transcript which states the name of the unit, the credit value and level. On achieving the whole qualification the candidate will receive a certificate and a completed transcript with full details of their award.

GRADING SYSTEM:
Pass/Merit/Distinction. The Pass mark is 50%; Merit is 65% and Distinction is 75% and over.

QUALITY ASSURANCE:
Marks are analysed at Trinity's head office before results are confirmed by issue of a Certificate. All assessors for this Diploma are highly qualified. The assessors have knowledge in dance teaching and learning at post-graduate level or equivalent. They are fully trained and standardised at an annual standardisation event, which all assessors have to attend in order to continue their work on this Diploma.

Trinity College London Associate and Licentiate Diplomas in Drama and Speech

QUALIFICATION ABBREVIATION:
ATCL and LTCL

QCF LEVEL:
ATCL Diplomas are accredited at Level 4
LTCL Diplomas are accredited at Level 6

BACKGROUND:
Available in:

- ATCL Diploma in Performing (Speech and Drama)
- LTCL Diploma in Performing (Speech and Drama)
- ATCL Diploma in Performing (Musical Theatre)
- LTCL Diploma in Performing (Musical Theatre)
- ATCL Diploma in Performing (Performance Arts)
- ATCL Diploma in Communication Skills (Public Speaking)
- LTCL Diploma in Communication Skills (Public Speaking)
- LTCL Diploma in Performing (Performance Arts)
- ATCL Diploma in Teaching (Speech and Drama)
- LTCL Diploma in Teaching (Speech and Drama)
- ATCL Diploma in Teaching (Theatre Arts)
- LTCL Diploma in Teaching (Musical Theatre)
- LTCL Diploma in Teaching (Performance Arts)
- LTCL Diploma in Teaching (Applied Drama)
- ATCL Diploma in Teaching (Communication Skills)
- LTCL Diploma in Teaching (Communication Skills).

DATE OF FIRST TEACHING:
2003

DATE OF FIRST AWARD:
2004

PREREQUISITES:
There are no formal prerequisites for the ATCL diploma but candidates are advised to gain Grade 8 in Speech and Drama/Musical Theatre or equivalent.

For entry to the LTCL diploma, candidates should be at a standard equivalent to ATCL.

NUMBER OF UNITS/STRUCTURE:
Trinity qualifications are unitised according to discipline and level.

ASSESSMENT METHOD:
100% external assessment conducted by Trinity examiners.

EXAMINATION TIMING:
Examinations are available all year round.

DATE OF RESULT PUBLICATION:
Results are confirmed by issue of a certificate.

GRADING SYSTEM:

Distinction, Pass, Below Pass. Outcome statements and criteria describing the various levels of achievement required for each attainment band are included in the syllabuses.

QUALITY ASSURANCE:

Marks are analysed at Trinity's head office before results are confirmed by issue of a Certificate. A significant proportion of written examinations are double marked and some performance examinations are recorded for the purpose of monitoring. Examiners are standardised annually and observed regularly by a senior examiner.

Trinity College London Fellowship Diplomas in Drama and Speech

QUALIFICATION ABBREVIATION:

FTCL

QCF LEVEL:

Level 7

BACKGROUND:

Available in:

- FTCL Diploma in Performing (Speech and Drama)
- FTCL Diploma in Performing (Musical Theatre)
- FTCL Diploma in Performing (Performance Arts)
- FTCL Diploma in Directing (Speech and Drama)
- FTCL Diploma in Directing (Musical Theatre)
- FTCL Diploma in Directing (Performance Arts)
- FTCL Diploma in Education Studies (Speech and Drama)
- FTCL Diploma in Education Studies (Musical Theatre)
- FTCL Diploma in Education Studies (Performance Arts)
- FTCL Diploma in Education Studies (Communication Skills)
- FTCL Diploma in Education Studies (Applied Drama).

DATE OF FIRST TEACHING:

1918

DATE OF FIRST AWARD:

1918

PREREQUISITES:

LTCL Performing (Speech and Drama, Musical Theatre or Performance Arts), LTCL Teaching or equivalent.

NUMBER OF UNITS/STRUCTURE:

Trinity qualifications are unitised.

ASSESSMENT METHOD:

100% external assessment conducted by Trinity examiners.

EXAMINATION TIMING:

Examinations are available all year round.

DATE OF RESULT PUBLICATION:

Results are confirmed by issue of a certificate.

GRADING SYSTEM:

Awarded, Not Awarded. Outcome statements and criteria describing the level of achievement required are included in the syllabus.

QUALITY ASSURANCE:

Marks are analysed at Trinity's head office before results are confirmed by issue of a certificate.

A significant proportion of written examinations are double marked and some performance examinations are recorded for the purpose of monitoring.

Examiners are standardised annually and observed regularly by a senior examiner.

Trinity College London Graded Examinations in Individual Acting Skills/Acting in Pairs/ Shakespeare (Individual)/Musical Theatre (Individual)/Musical Theatre in Pairs/Performance Arts (Individual)/Performance Arts in Pairs

QCF LEVEL:

Grades 1–3 = Level 1, Grades 4–5 = Level 2, Grades 6–8 = Level 3

BACKGROUND:

Trinity's graded examinations in drama are designed to encourage candidates from all countries and cultures to engage with as wide a variety of performance activities and materials as possible while developing their skills within an integrated framework of assessment.

They offer candidates opportunities to demonstrate performance skills appropriate to their individual interests and aspirations. Graded examinations in drama are available as individual, pair and group assessments (group option is not accredited by Ofqual) in acting, Shakespeare, musical theatre, performance arts and world dramatists.

DATE OF FIRST TEACHING:

1918

DATE OF FIRST AWARD:

1918

PREREQUISITES:

None, but the syllabus is cumulative and entry assumes mastery of the previous grade.

NUMBER OF UNITS/STRUCTURE:

Each grade comprises one unit.

ASSESSMENT METHOD:

100% external assessment conducted by a Trinity examiner.

EXAMINATION TIMING:

Examinations are available all year round.

DATE OF RESULT PUBLICATION:

Results are confirmed by issue of a certificate.

GRADING SYSTEM:

Distinction, Merit, Pass, Below Pass. Outcome statements and criteria describing the various levels of achievement required for each attainment band are included in the syllabuses.

QUALITY ASSURANCE:

Marks entered onto report forms are analysed at Trinity's head office before results are confirmed by issue of a certificate.

Examiners are standardised annually and are observed regularly by a senior examiner. A proportion of examinations are recorded for the purpose of monitoring.

Trinity College London Diploma in Teaching in the Lifelong Learning Sector (Dance)

QUALIFICATION ABBREVIATION:

DTLLS (Dance)

QCF LEVEL:

Level 5

BACKGROUND:

The Diploma in Teaching in the Lifelong Learning Sector (DTLLS) in Dance is designed to qualify teachers working in institutions which offer dance education and training to young people and adults in post-compulsory education. It gives Qualified Teacher Status in Learning and Skills (QTLS).

New registrations for this qualification will close on 30 April 2014.

DATE OF FIRST TEACHING:

2008

DATE OF FIRST AWARD:

2008

PREREQUISITES:

Those who have successfully completed the Level 4 units and met all the required learning outcomes will gain 60 credits at Level 4 and will then be able to join any DTLLS programme at Level 5. Before candidates are accepted on the DTLLS, there should be an initial assessment of their suitability for the proposed course of study. This must review:

- level and relevance of existing academic or vocational/professional qualifications – e.g. through a CV
- level of understanding of dance practice (where necessary a practical dance assessment is recommended)
- level of personal language, literacy, numeracy and ICT skills and qualifications (see above)
- study skills support needs
- previous teaching experience and subjects taught
- motivation, needs, goals and time available for study
- access and other individual support needs, including the involvement of colleagues from different subject specialisms where required
- Criminal Record Bureau checks where required.

NUMBER OF UNITS/STRUCTURE:

This qualification comprises a number of mandatory units and one optional unit.

ASSESSMENT METHOD:

This qualification involves a combination of internal and external assessment. Internal assessments are externally moderated by Trinity.

EXAMINATION TIMING:

Ongoing assessment during course.

DATE OF RESULT PUBLICATION:

Varies depending on the timing of the course. Certification will cease on 30 April 2015.

GRADING SYSTEM:

Pass, Below Pass. Outcome statements and criteria describing the level of achievement required are included in the syllabus.

QUALITY ASSURANCE:

Internal assessments are externally moderated by Trinity.

External assessment is conducted by trained Trinity assessors who are standardised annually.

Trinity College London Associate and Licentiate Diploma in Music

QUALIFICATION ABBREVIATION:

ATCL/AMusTCL or LTCL/LMusTCL

QCF LEVEL:

ATCL Diplomas are accredited at Level 4

LTCL Diplomas are accredited at Level 6

BACKGROUND:

The following awards are available:

- ATCL Diploma in Music Performance (ATCL Recital)
- LTCL Diploma in Music Performance (LTCL Recital)
- ATCL Diploma in Pro-Music Performance
- LTCL Diploma in Pro-Music Performance
- AMusTCL Diploma in Music Literacy
- LMusTCL Diploma in Music Literacy
- LTCL Diploma in Music Composition
- ATCL Diploma in Principles of Instrumental/Vocal Teaching
- LTCL Diploma in Instrumental/Vocal Teaching
- LTCL Diploma in Music Teaching.

DATE OF FIRST TEACHING:

1877

DATE OF FIRST AWARD:

1877

PREREQUISITES:

No prerequisites for ATCL or LTCL performance, but the syllabus is cumulative and entry assumes mastery of the previous level.

Equivalent standard to QCF Level 3 for entry to AMusTCL, LMusTCL or LTCL Music Composition.

Minimum age for ATCL Pro-Music Performance is 16.

Minimum age for ATCL Principles of Instrumental/Vocal Teaching is 18.

Minimum age for LTCL Instrumental/Vocal Teaching is 21.

NUMBER OF UNITS/STRUCTURE:

Trinity qualifications are unitised.

ASSESSMENT METHOD:

100% external assessment conducted by Trinity examiners.

EXAMINATION TIMING:

Examinations are available all year round.

DATE OF RESULT PUBLICATION:

Results are confirmed by issue of a certificate.

GRADING SYSTEM:

Distinction, Pass, Below Pass. Outcome statements and criteria describing the various levels of achievement required for each attainment band are included in the syllabuses.

QUALITY ASSURANCE:

Marks are analysed at Trinity's head office before results are confirmed by issue of a certificate.

Performance examinations are recorded.

A proportion of written examinations are double-marked.

Examiners are standardised annually and observed regularly by a senior examiner.

Trinity College London Certificate for Music Educators

QUALIFICATION ABBREVIATION:

CME

QCF LEVEL:

Level 4

BACKGROUND:

The Trinity Level 4 Certificate for Music Educators (Trinity CME) is designed for music educators who work with children and young people. It is supported by a flexible programme of learning and will be offered by a network of Trinity CME centres.

Detailed information can be obtained from Trinity College (see Appendix A for contact details).

DATE OF FIRST TEACHING:

2014

DATE OF FIRST AWARD:

2015

PREREQUISITES:

None.

NUMBER OF UNITS/STRUCTURE:

Six units as under the following headings:

- understanding how children and young people learn music
- planning, facilitating and evaluating their learning
- reflective practice and professional development
- promoting children and young people's positive behaviour
- equality, diversity and inclusion
- safeguarding.

ASSESSMENT METHOD:

Internal assessment validated by external Trinity assessors.

EXAMINATION TIMING:

Internally assessed by centres through a portfolio of evidence, so no exam or single assessment point.

DATE OF RESULT PUBLICATION:

Results are confirmed by issue of a certificate.

GRADING SYSTEM:

Pass or Below Pass.

QUALITY ASSURANCE:

Centres must be validated before they can run the CME and are subject to regular inspections. Assessments made by centres are sampled by Trinity using a risk based scale – higher risk centres will have more assessments sampled, up to 100% if necessary.

Trinity College London Fellowship Diploma in Music

QUALIFICATION ABBREVIATION:

FTCL/FMusTCL

QCF LEVEL:

Level 7

BACKGROUND:

These diplomas demand higher level skills, including public concert standard performance, planning, development and promotional abilities, and critical reflection.

They are available in the following subjects:

- FTCL Diploma in Music Performance (FTCL Recital)
- FMusTCL Diploma in Music Literacy
- FTCL Diploma in Music Composition
- FTCL Diploma in Music Education.

DATE OF FIRST TEACHING:

1877

DATE OF FIRST AWARD:

1877

PREREQUISITES:

Equivalent standard to QCF Level 6 for all Fellowship diplomas.

FTCL Music Education also requires at least two years' full time teaching experience, or four years' part time.

Dissertation topics for FMusTCL and FTCL Music Education must be approved prior to entry.

Minimum age for FTCL Music Education is 21.

NUMBER OF UNITS/STRUCTURE:

Trinity qualifications are unitised.

ASSESSMENT METHOD:

100% external assessment conducted by Trinity examiners.

EXAMINATION TIMING:

Examinations are available all year round.

DATE OF RESULT PUBLICATION:

Results are confirmed by issue of a certificate.

GRADING SYSTEM:

Approved, Not Approved. Outcome statements and criteria describing the level of achievement required are included in the syllabus.

QUALITY ASSURANCE:

Marks are analysed at Trinity's head office before results are confirmed by issue of a certificate.

Performance examinations are recorded and all FTCL performances are listened to in full by a senior examiner.

A proportion of written examinations are double marked.

Examiners are standardised annually and observed regularly by a senior examiner.

Trinity College London Graded Examinations in Music Literacy/Theory

QCF LEVEL:

Grades 1–3 = Level 1, Grades 4–5 = Level 2, Grades 6–8 = Level 3

BACKGROUND:

Graded examinations in theory of music aim to provide a solid foundation in music literacy: the conventions of Western music notation, melody, rhythm and harmony. At the higher levels, these qualifications also assess basic knowledge of musical history, form and instrumental capabilities (e.g. range).

DATE OF FIRST TEACHING:

1877

DATE OF FIRST AWARD:

1877

PREREQUISITES:

None, but the syllabus is cumulative and entry assumes mastery of the previous grade.

NUMBER OF UNITS/STRUCTURE:

Each grade comprises one unit.

ASSESSMENT METHOD:

100% external assessment conducted by Trinity examiners.

EXAMINATION TIMING:

Examinations are available in May and November.

DATE OF RESULT PUBLICATION:

Results are confirmed by issue of a certificate.

GRADING SYSTEM:

Distinction, Merit, Pass, Below Pass. Outcome statements and criteria describing the various levels of achievement required for each attainment band are included in the syllabuses.

Graded examinations in Music Literacy and Theory are allocated UCAS Tariff points as follows:

Grade	UCAS Tariff points
Grade 8 (Distinction)	30
Grade 8 (Merit)	25
Grade 8 (Pass)	20
Grade 7 (Distinction)	20
Grade 7 (Merit)	15
Grade 7 (Pass)	10
Grade 6 (Distinction)	15
Grade 6 (Merit)	10
Grade 6 (Pass)	5

For more information about the UCAS Tariff, please see Appendix B.

QUALITY ASSURANCE:

Marks are analysed at Trinity's head office before results are confirmed by issue of a Certificate.

A proportion of papers are double marked.

Examiners are standardised annually.

Trinity College London Graded Examinations in Music Performance

QCF LEVEL:

Grades 1–3 = Level 1, Grades 4–5 = Level 2, Grades 6–8 = Level 3

BACKGROUND:

Trinity's graded examinations in music are offered in 45 instruments covering keyboard, strings, woodwind, brass, percussion and voice. They span eight grades and the schemes of assessment are based upon a clearly defined syllabus of incremental standards and repertoire.

DATE OF FIRST TEACHING:

1877

DATE OF FIRST AWARD:

1877

PREREQUISITES:

None, but the syllabus is cumulative and entry assumes mastery of the previous grade.

NUMBER OF UNITS/STRUCTURE:

Each grade comprises one unit.

ASSESSMENT METHOD:

100% external assessment conducted by a Trinity examiner.

EXAMINATION TIMING:

Examinations are available all year round.

DATE OF RESULT PUBLICATION:

Results are confirmed by issue of a Certificate.

GRADING SYSTEM:

Distinction, Merit, Pass, Below Pass. Outcome statements and criteria describing the various levels of achievement required for each attainment band are included in the syllabuses.

Grades 6–8 are allocated UCAS Tariff points as follows:

Grade	UCAS Tariff points
Grade 8 (Distinction)	75
Grade 8 (Merit)	70
Grade 8 (Pass)	55
Grade 7 (Distinction)	60
Grade 7 (Merit)	55
Grade 7 (Pass)	40
Grade 6 (Distinction)	45
Grade 6 (Merit)	40
Grade 6 (Pass)	25

For more information about the UCAS Tariff, please see Appendix B.

QUALITY ASSURANCE:

Examiners are standardised annually and are observed regularly by a senior examiner. A proportion of examinations are recorded for the purpose of monitoring.

Trinity College London Graded Examinations in Performing Text

QCF LEVEL:

Grades 1–3 = Level 1, Grades 4–5 = level 2, Grades 6–8 = Level 3

BACKGROUND:

The aim of Trinity's graded examinations in speech is to provide an alternative to the speech and drama syllabus for developing performance skills with candidates who do not wish to demonstrate specific skills in acting. These examinations concentrate on performance of verse and prose, and prepared and unprepared reading. They do not require acting or improvisation but allow for the development of interpretation and presentation skills. (Trinity also offers graded examinations in choral speaking, which are not accredited by Ofqual as they involve group assessments).

DATE OF FIRST TEACHING:

1918

DATE OF FIRST AWARD:

1918

PREREQUISITES:

None, but the syllabus is cumulative and entry assumes mastery of the previous grade.

NUMBER OF UNITS/STRUCTURE:

Each grade comprises one unit.

ASSESSMENT METHOD:

100% external assessment conducted by a Trinity examiner.

EXAMINATION TIMING:

Examinations are available all year round.

DATE OF RESULT PUBLICATION:

Results are confirmed by issue of a certificate.

GRADING SYSTEM:

Distinction, Merit, Pass, Below Pass. Outcome statements and criteria describing the various levels of achievement required for each attainment band are included in the syllabuses.

QUALITY ASSURANCE:

Marks entered onto report forms are analysed at Trinity's head office before results are confirmed by issue of a certificate.

Examiners are standardised annually and are observed regularly by a senior examiner. A proportion of examinations is recorded for the purpose of monitoring.

Trinity College London Award in Preparing to Teach in the Lifelong Learning Sector

QUALIFICATION ABBREVIATION:

PTLLS

QCF LEVEL:

Level 4

BACKGROUND:

This qualification provides a threshold licence to teach, allowing individuals to apply for full teaching roles as ESOL teachers in the lifelong learning sector.

DATE OF FIRST TEACHING:

2008

DATE OF FIRST AWARD:

2008

PREREQUISITES:

See syllabus.

NUMBER OF UNITS/STRUCTURE:

This is a single unit qualification.

ASSESSMENT METHOD:

This qualification is internally assessed and externally moderated by Trinity.

EXAMINATION TIMING:

Ongoing assessment during course.

DATE OF RESULT PUBLICATION:

Varies depending on the timing of the course.

GRADING SYSTEM:

Pass, Below Pass. Outcome statements and criteria describing the level of achievement required are included in the syllabus.

QUALITY ASSURANCE:

Internal assessments are externally moderated by Trinity.

External moderation is conducted by trained Trinity examiners who are standardised annually.

Trinity College London Diploma in Professional Acting

QCF LEVEL:

Level 5

BACKGROUND:

This is typically a one-year vocational course with the emphasis of the course on the artistic, creative, technical

and professional skills that an actor needs in order to prepare for a varied and high-level performing career. Coursework will include acting in both live and recorded media, voice, movement, integrated studies and professional development. Candidates need to audition successfully for a course that has been validated to provide the Diploma by Trinity College London. Each validated course has its own unique identity and will provide the Diploma within its own curriculum.

The Level 5 Diploma in Professional Acting provides the successful candidate with 150 credits at Level 5.

DATE OF FIRST TEACHING:

1999

PREREQUISITES:

Selection by audition.

NUMBER OF UNITS/STRUCTURE:

The Diploma is a five-unit qualification in which candidates are required to have passed all five units to attain the Diploma.

ASSESSMENT METHOD:

Units 1, 2, 3 and 5 are internally assessed by the course provider and moderated by Trinity College London. Unit 4, the performance unit, is externally assessed by Trinity College London. However, it is expected that the course provider will also assess Unit 4 internally.

The assessment method consists of the following: coursework, oral examination, portfolio of evidence, practical demonstration/assignment, practical examination.

EXAMINATION TIMING:

Ongoing assessment during course – external assessment conducted at the end of the course.

DATE OF RESULT PUBLICATION:

End of summer term.

GRADING SYSTEM:

Pass/Fail

Outcome statements and criteria describing the level of achievement required are included in the syllabus.

Trinity College London Diploma in Professional Dance (Classical Ballet or Contemporary Dance)

QCF LEVEL:

Level 5

BACKGROUND:

This is a two year vocational qualification. The emphasis of the qualification is on the artistic, creative, technical and professional skills that a dancer needs in order to fully prepare for a varied, sustainable and high level performing career in professional dance. Coursework will require candidates to major in either classical ballet or contemporary dance, with a secondary dance discipline as a minor subject, plus supporting studies. Candidates need to audition successfully for a course that has been validated to provide the Diploma by Trinity College London. Each validated course has its own unique identity and will provide the Diploma within its own curriculum.

The Level 5 Diploma in Professional Dance (Classical Ballet or Contemporary Dance) provides the successful candidate with 255 credits at Level 5.

DATE OF FIRST TEACHING:

1999

DATE OF FIRST AWARD:

2001

PREREQUISITES:

Selection by audition.

NUMBER OF UNITS/STRUCTURE:

The Diploma is a unit-based qualification in which candidates are required to have passed **either** Units 1 or 2 (optional choice) **and** Units 3, 4 and 5.

ASSESSMENT METHOD:

Units 1, 2, 3 and 5 are internally assessed by the course provider and moderated by Trinity College London. Unit 4, the performance unit, is externally assessed by Trinity College London. However, it is expected that the course provider will also assess Unit 4 internally.

The assessment methods consist of the following: coursework, oral examination, portfolio of evidence, practical demonstration/assignment, practical examination.

EXAMINATION TIMING:

Ongoing assessment during course – external assessment conducted at the end of the course.

DATE OF RESULT PUBLICATION:

End of summer term.

GRADING SYSTEM:

Pass, Fail. Outcome statements and criteria describing the level of achievement required are included in the syllabus.

QUALITY ASSURANCE:

Internal assessments are externally moderated by Trinity.

External assessment is conducted by trained Trinity assessors who are standardised annually.

Trinity College London Diploma in Professional Acting/Dance/Music/Theatre Production Skills

QCF LEVEL:

Level 6

BACKGROUND:

The overall aim of the full suite of qualifications is to give formal recognition to the skills, knowledge and understanding acquired by students in their training for employment as professional dancers, actors, performing artists in musical theatre and those engaged in production roles supporting performance. The objectives of each qualification are that, in each of the given specialisations, successful students will demonstrate that they have acquired:

- imaginative, expressive and technical skills as creative artists
- professional employment skills and a relevant knowledge of the industry
- the ability to reflect critically on their subject and appraise their own practice
- personal skills and qualities that will enhance their professional and personal lives
- adequate preparation for a varied career in the professional arts and entertainment industry.

The following awards are available: Diploma in Professional Dance, Diploma in Professional Musical Theatre, Diploma in Professional Production Skills.

DATE OF FIRST TEACHING:

1999

DATE OF FIRST AWARD:

2001

PREREQUISITES:

Selection by audition and interview

NUMBER OF UNITS/STRUCTURE:

Each diploma comprises four units.

ASSESSMENT METHOD:

Combination of internal assessment externally moderated by Trinity and external assessment conducted by a Trinity assessor.

EXAMINATION TIMING:

Ongoing assessment during course – external assessment is conducted at the end of the course.

DATE OF RESULT PUBLICATION:

End of summer term.

Note: Music and Theatre Production Skills will be withdrawn from the register in summer 2014.

GRADING SYSTEM:

Pass, Below Pass. Outcome statements and criteria describing the level of achievement required are included in the syllabus.

QUALITY ASSURANCE:

Internal assessments are externally moderated by Trinity. External assessment is conducted by trained Trinity assessors who are standardised annually.

PROGRESSION/ARTICULATION:

These qualifications provide a progression route to the performing arts sector.

Trinity College London Graded Examinations in Rock & Pop

QCF LEVEL:

Grades 1–3 = Level 1, Grades 4–5 = Level 2, Grades 6–8 = Level 3

BACKGROUND:

Trinity's graded examinations in rock & pop are offered for bass, drums, guitar, keyboards and vocals. They span eight grades and the schemes of assessment are based upon a clearly defined syllabus of incremental standards and repertoire.

DATE OF FIRST TEACHING:

2012

DATE OF FIRST AWARD:

2012

PREREQUISITES:

None, but the syllabus is cumulative and entry assumes mastery of the previous grade.

NUMBER OF UNITS/STRUCTURE:

Each grade comprises one unit.

ASSESSMENT METHOD:

100% external assessment conducted by a Trinity examiner.

EXAMINATION TIMING:

Examinations are available all year round.

DATE OF RESULT PUBLICATION:

Results are confirmed by issue of a certificate.

GRADING SYSTEM:

Distinction, Merit, Pass, Below Pass. Outcome statements and criteria describing the various levels of achievement required for each attainment band are included in the syllabuses.

Grades 6–8 are allocated UCAS Tariff points as follows:

Grade	UCAS Tariff points
Grade 8 (Distinction)	75
Grade 8 (Merit)	70
Grade 8 (Pass)	55
Grade 7 (Distinction)	60
Grade 7 (Merit)	55
Grade 7 (Pass)	40
Grade 6 (Distinction)	45
Grade 6 (Merit)	40
Grade 6 (Pass)	25

For more information about the UCAS Tariff, please see Appendix B.

QUALITY ASSURANCE:

Examiners are standardised annually and are observed regularly by a senior examiner. A proportion of examinations are recorded for the purpose of monitoring.

PROGRESSION/ARTICULATION:

These qualifications facilitate progression to the next level of the QCF.

Trinity College London Certificate in Safe and Effective Dance Practice

QCF LEVEL:

Level 5

BACKGROUND:

This qualification/certification ensures that candidates have good knowledge of all the elements that make up safe and effective dance practice. These include basic anatomy and physiology, nutrition, injury management, appropriate resources, etc. Upon completion of this certificate, a dance practitioner (eg teacher, director, choreographer) will be able to apply the principles of safe and effective dance practice to the design and delivery of a dance session.

New registrations for this qualification closed on 31 December 2013.

DATE OF FIRST TEACHING:

2009

DATE OF FIRST AWARD:

2009

PREREQUISITES:

None, but most candidates will have had professional dance training and/or professional dance experience, for example as a dance teacher, rehearsal director, professional dancer or community dance practitioner.

NUMBER OF UNITS/STRUCTURE:

This qualification comprises two units.

ASSESSMENT METHOD:

This qualification is 100% externally assessed.

EXAMINATION TIMING:

Examinations are available all year round.

DATE OF RESULT PUBLICATION:

Results are confirmed by issue of a certificate. Certification will cease on 31 March 2015.

GRADING SYSTEM:

Distinction, Merit, Pass, Below Pass. Outcome statements and criteria describing the level of achievement required are included in the syllabus.

QUALITY ASSURANCE:

External assessment is conducted by trained Trinity assessors who are standardised annually.

Trinity Guildhall College London Graded Examinations in Speech and Drama

QCF LEVEL:

Grades 1–3 = Level 1, Grades 4–5 = Level 2, Grades 6–8 = Level 3

BACKGROUND:

The aim of Trinity's graded examinations in speech and drama is to provide a scheme of assessment against which candidates, teachers and parents may measure progress and development, whether towards professional training or as a leisure activity.

DATE OF FIRST TEACHING:

1918

DATE OF FIRST AWARD:

1918

PREREQUISITES:

None, but the syllabus is cumulative and entry assumes mastery of the previous grade.

NUMBER OF UNITS/STRUCTURE:

Each grade comprises one unit.

ASSESSMENT METHOD:

100% external assessment conducted by a Trinity examiner.

EXAMINATION TIMING:

Examinations are available all year round.

DATE OF RESULT PUBLICATION:

Results are confirmed by issue of a certificate within eight weeks of the examination.

GRADING SYSTEM:

Distinction, Merit, Pass, Below Pass. Outcome statements and criteria describing the various levels of achievement required for each attainment band are included in the syllabuses.

From 2008 Grades 6–8 are allocated UCAS Tariff points as follows:

Grade	UCAS Tariff points
Grade 8 (Distinction)	65
Grade 8 (Merit)	60
Grade 8 (Pass)	45
Grade 7 (Distinction)	55
Grade 7 (Merit)	50
Grade 7 (Pass)	35
Grade 6 (Distinction)	40
Grade 6 (Merit)	35
Grade 6 (Pass)	20

For more information about the UCAS Tariff, please see Appendix B.

QUALITY ASSURANCE:

Marks entered onto report forms are analysed at Trinity's head office before results are confirmed by issue of a certificate.

Examiners are standardised annually and are observed regularly by a senior examiner. A proportion of examinations is recorded for the purpose of monitoring.

Trinity College London Diploma in Teaching English (ESOL) in the Lifelong Learning Sector

QCF LEVEL:

Level 5

BACKGROUND:

This qualification is designed for candidates who wish to obtain relevant qualifications for working as full role ESOL teachers in the lifelong learning sector.

It is also suitable as a stand-alone qualification for candidates who already possess a relevant generic teaching qualification (e.g. PGCE) or those wishing to take it as part of a larger qualification.

DATE OF FIRST TEACHING:

2008

DATE OF FIRST AWARD:

2008

PREREQUISITES:

See syllabus.

NUMBER OF UNITS/STRUCTURE:

This qualification comprises two mandatory units and one optional unit selected from a group of two.

ASSESSMENT METHOD:

This qualification involves a combination of internal and external assessment. Internal assessments are externally moderated by Trinity.

EXAMINATION TIMING:

Ongoing assessment during course.

DATE OF RESULT PUBLICATION:

Varies depending on the timing of the course.

GRADING SYSTEM:

Pass, Below Pass. Outcome statements and criteria describing the level of achievement required are included in the syllabus.

QUALITY ASSURANCE:

Internal assessments are externally moderated by Trinity.

External assessment is conducted by trained Trinity examiners who are standardised annually.

Trinity College London Certificate in Teaching English to Speakers of Other Languages

QUALIFICATION ABBREVIATION:

Cert TESOL

QCF LEVEL:

Level 5

BACKGROUND:

This qualification is designed for the trainee with little or no experience of teaching English in the contemporary ESOL classroom but with a high level of competence in spoken and written English, whether English is the first, second or a foreign language for the trainee. It equips him or her with the most basic skills and knowledge needed to take up a post as a TESOL teacher and give him or her a firm foundation for self-evaluation and further professional development.

DATE OF FIRST TEACHING:

1980

DATE OF FIRST AWARD:

1980

PREREQUISITES:

- as a minimum, qualifications for entry to higher education in the UK or applicant's own education systems
- competence in written and spoken English appropriate to a teacher of English, whether English is applicant's first, second or foreign language: the varieties of written and spoken English deemed appropriate for a teacher of English include regional and world varieties as well as British Standard English and Received Pronunciation, but successful applicants' levels of competence in English must be of a standard sufficient to enable them to perform the function of role models as language teachers
- an awareness of the significance of the structure and functions of English in teaching the language
- willingness to work cooperatively as a member of the whole training group and respond constructively to feedback on personal performance
- potential for combined study including language analysis and practical training that is rigorous and demanding of time, energy and emotional stamina: full-time intensive and part-time extensive courses make rather different demands on trainees in this respect
- any other areas of experience or competence, demonstrated through tests or tasks not specified by Trinity.

NUMBER OF UNITS/STRUCTURE:

This qualification comprises five units.

ASSESSMENT METHOD:

This qualification is internally assessed and externally moderated by Trinity.

EXAMINATION TIMING:

Ongoing assessment during course.

DATE OF RESULT PUBLICATION:

Results are confirmed by issue of a certificate.

GRADING SYSTEM:

Pass, Below Pass. Outcome statements and criteria describing the level of achievement required are included in the syllabus.

QUALITY ASSURANCE:

Internal assessments are externally moderated by Trinity.

External moderation is conducted by trained Trinity moderators who are standardised annually.

Trinity College London Licentiate Diploma in Teaching English to Speakers of Other Languages

QUALIFICATION ABBREVIATION:

LTCL Dip TESOL

QCF LEVEL:

Level 7

BACKGROUND:

The LTCL Diploma TESOL is designed to encourage the acquisition and development of professional knowledge and expertise, as well as the refinement of practical teaching skills. The aims of the Diploma are as follows:

- to enhance teachers' knowledge of contextual issues concerning the teaching of English to speakers of other languages
- to refine and extend their ability to employ a variety of practical skills
- to develop their knowledge and skills to a point where they become effective practitioners in a range of known and unpredicted TESOL teaching situations without supervision
- to recognise and confirm their achievements in the above areas
- to extend their motivation and inform their strategies for continuing professional development
- to contribute to the development internationally of TESOL as a mature, qualified and regulated profession and act as a benchmark for employers and others with concern for the quality of TESOL.

DATE OF FIRST TEACHING:

1975

DATE OF FIRST AWARD:

1976

PREREQUISITES:

- Candidates for the LTCL Diploma TESOL examinations must have a degree or equivalent. This could be another type of qualification which shows evidence of sustained academic study which would potentially enable the candidate to cope successfully with the requirements of the LTCL Diploma. (Applicants who do not possess a degree, but rather 'an equivalent' must be tested more stringently at interview, and an enhanced written task submitted as an Appendix)
- an initial formal TESOL training (eg CertTESOL or equivalent) is highly recommended, but not essential
- language skills — candidates should demonstrate an awareness of, and interest in, language and have a high level of competence in English, in listening, speaking, reading and writing skills, that is appropriate to fully qualified teachers of English and which will enable them to follow the course successfully
- candidates should demonstrate an interest in, and aptitude for, the development of teaching ability at an advanced level with a wide range of learners, and the capacity for advanced study of the principles underlying language acquisition, learning and teaching
- the LTCL Diploma TESOL examinations lead to qualifications which are intended for experienced and (normally) practising ESOL teachers. The ESOL teaching experience requirement prior to the course start is two years full-time. In the case of part-time teachers the same minimum quantity of teaching experience may be accumulated over a longer period

- all claimed ESOL teaching experience must have occurred within the five years prior to the interview for the course.
- the candidate must have had no more than one year's break from ESOL teaching immediately prior to the start of the course
- a minimum of 75% of claimed teaching experience must be with classes. 25% may have been with one-to-one learners. Candidates with recent experience predominantly of one-to-one teaching, not exceeding 25% of total teaching experience claimed, are advised that the examinations involve the teaching of classes and that they must therefore refresh or develop their full-class teaching skills before attempting the course.

NUMBER OF UNITS/STRUCTURE:

This qualification comprises four units.

ASSESSMENT METHOD:

Units 1 and 3 are externally assessed by Trinity. Units 2 and 4 are internally assessed and externally moderated by Trinity.

EXAMINATION TIMING:

Ongoing assessment during course – external assessment conducted by Trinity according to each unit.

DATE OF RESULT PUBLICATION:

Varies depending on approach to study.

GRADING SYSTEM:

Distinction, Merit, Pass, Below Pass. Outcome statements and criteria describing the level of achievement required are included in the syllabus.

QUALITY ASSURANCE:

Internal assessments are externally moderated by Trinity.

External assessment is conducted by trained Trinity examiners who are standardised annually.

Trinity College London Diploma in Teaching in the Lifelong Learning Sector (ESOL)

QUALIFICATION ABBREVIATION:

DTLLS (ESOL)

QCF LEVEL:

Level 5

BACKGROUND:

This qualification is a requirement for ESOL teachers working in a full teaching role within the lifelong learning sector.

DATE OF FIRST TEACHING:

2008

DATE OF FIRST AWARD:

2008

PREREQUISITES:

See syllabus.

NUMBER OF UNITS/STRUCTURE:

This qualification comprises a number of mandatory units and one optional unit.

ASSESSMENT METHOD:

This qualification involves a combination of internal and external assessment. Internal assessments are externally moderated by Trinity.

EXAMINATION TIMING:

Ongoing assessment during course.

DATE OF RESULT PUBLICATION:

Varies depending on the timing of the course.

GRADING SYSTEM:

Pass, Below Pass. Outcome statements and criteria describing the level of achievement required are included in the syllabus.

QUALITY ASSURANCE:

Internal assessments are externally moderated by Trinity.

External assessment is conducted by trained Trinity examiners who are standardised annually.

Trinity College London Fellowship Diploma in TESOL Education Studies (FTCL)

QUALIFICATION ABBREVIATION:

FTCL TESOL

QCF LEVEL:

Level 7

BACKGROUND:

The qualification aims to encourage candidates in the following and assess their achievement:

- to describe and contextualise the design and implementation of an appropriate project in a structured and principled manner, giving consideration to the immediate and wider educational contexts, recent and relevant theoretical issues and current practice; the project should be either one being implemented at the present time or implemented during the four years prior to registration with Trinity
- to reflect critically on the work undertaken and propose adaptations as relevant
- to contribute to the documented archive of the English language profession in a way that is developmental and stimulating for other participants.

DATE OF FIRST TEACHING:

2008

DATE OF FIRST AWARD:

N/A

PREREQUISITES:

Academic qualifications/alternative relevant experience:

LTCL Diploma TESOL or equivalent qualification (e.g. C.ESOL DELTA, PGCE with specialisation in TESOL), MA in TESOL, Applied Linguistics, Language and Education.

or

minimum of three years' experience of appropriate subject area(s) at a senior level – e.g:

- senior teacher and/or trainer in a language teaching school, college or university
- university lecturer in appropriate subject areas
- curriculum/syllabus designer
- qualifications designer
- course designer (language or training)
- manager of accreditation in an educational organisation
- inspector on an educational inspection scheme
- academic or business manager, or chief examiner, with an awarding body/examinations board.

Working experience:

- minimum of two years' full-time English language teaching or equivalent in part-time teaching, of appropriate classes; one-to-one teaching not included in this minimum

and in addition

- minimum of three years' working experience to include significant duties over and above English language teaching (this requirement may have already been offered by candidates in lieu of any of the qualifications listed above but could be of lesser responsibility).

English language skills:

Applicants must have a level of English language competence in speaking, listening, reading and writing equivalent to that of an educated (degree level) speaker of English as a first language or for those for whom English is a second or foreign language, one or more of the following:

- Trinity Graded Examinations in Spoken English: grade 10
- Trinity Integrated Skills in English: Level III
- Cambridge ESOL: Certificate of Proficiency in English, Certificate in Advanced English
- Cambridge ESOL IELTS: minimum band 7.0 in all skills
- City and Guilds Advanced ESOL examination
- TOEFL: minimum score 650.

NUMBER OF UNITS/STRUCTURE:

This qualification comprises two units.

ASSESSMENT METHOD:

100% external assessment conducted by Trinity examiners.

EXAMINATION TIMING:

Assessments are available all year round.

DATE OF RESULT PUBLICATION:

Results are confirmed by issue of a certificate.

GRADING SYSTEM:

Merit, Pass, Below Pass. Outcome statements and criteria describing the level of achievement required are included in the syllabus.

QUALITY ASSURANCE:

External assessment is conducted by trained Trinity examiners who are standardised annually.

University of West London Qualifications/London College of Music Examinations

London College of Music (LCM) has offered examinations in music and in speech, drama and communication for over 100 years. In 1991 it became part of Thames Valley University (TVU), which was renamed University of West London (UWL) in 2011. LCM Examinations are awarded and certificated by University of West London Qualifications (UWLQ).

LCM Examinations offers qualifications in a wide range of subjects, including piano, voice, organ, orchestral instruments, electronic keyboard and organ, jazz instruments, music theatre, popular music vocals, percussion and a selection of speech, drama and communication options; and validates the acoustic, rock, electric and bass guitar examinations of the Registry of Guitar Tutors.

LCM Examinations caters for candidates of all levels: from introductory 'Steps' examinations for beginners, through eight grades, to professional diplomas. Diplomas are available for both performers and teachers, and are offered at four levels: Diploma of the London College of Music (DipLCM), Associate of the London College of Music (ALCM), Licentiate of the London College of Music (LLCM) and Fellow of the London College of Music (FLCM). Diploma holders are entitled to append the appropriate letters after their names.

The grades range from Level 1 to Level 3 of the QCF, and are assessed against strict criteria at three levels: Pass, Merit and Distinction. The DipLCM is pitched at HE level 1, the ALCM at HE level 2, the LLCM at HE level 3, and the FLCM at HE level M.

LCM's graded examinations, and diplomas in music performance and teaching, are accredited by Ofqual.

Accredited qualifications at Grade 6–8 offered by LCM Examinations attract UCAS Tariff points.

UWLQ Associate of the London College of Music in Performance

QUALIFICATION ABBREVIATION:
ALCM

QCF LEVEL:
Level 5 (music subjects only)

BACKGROUND:
Subjects: piano, jazz piano, pipe organ, electronic keyboard, electronic organ, flute, clarinet, oboe, bassoon, recorder, classical saxophone, jazz flute, jazz clarinet, jazz saxophone, French horn, trumpet, cornet, flugelhorn, trombone, tuba, jazz trumpet, jazz trombone, violin, viola, cello, double bass, classical guitar, percussion, singing, Irish traditional music, Scottish traditional music, church music, speech and drama, acting, reading recital, verse speaking, public speaking, communication, spoken English in religion, music theatre.

PREREQUISITES:
Music subjects: depends on option chosen.
Drama and communication subjects: Grade 8.

ASSESSMENT METHOD:
Practical examination, plus written submission for certain options (all external).

EXAMINATION TIMING:
Examinations are held throughout the year.

GRADING SYSTEM:
Pass (75%)

UWLQ Associate of the London College of Music in Teaching

QUALIFICATION ABBREVIATION:
ALCM (TD)

QCF LEVEL:
Level 5 (music subjects only)

BACKGROUND:
Subjects: piano, pipe organ, electronic keyboard, electronic organ, flute, clarinet, oboe, bassoon, recorder, classical saxophone, French horn, trumpet, cornet, flugelhorn, trombone, tuba, violin, viola, cello, double bass, classical guitar, electric guitar, percussion, singing, Irish traditional music, Scottish traditional music, speech and drama, music theatre.

PREREQUISITES:
Music Subjects: depends on option chosen.
Drama and communication subjects: Grade 8.

ASSESSMENT METHOD:
Practical examination and written submission (all external).

EXAMINATION TIMING:
Examinations are held throughout the year.

GRADING SYSTEM:
Pass (75%)

UWLQ Diploma of the London College of Music in Performance

QUALIFICATION ABBREVIATION:
DipLCM

QCF LEVEL:
Level 4 (music subjects only)

BACKGROUND:
Subjects: piano, jazz piano, pipe organ, electronic keyboard, electronic organ, flute, clarinet, oboe, bassoon, recorder, classical saxophone, jazz flute, jazz clarinet, jazz saxophone, French horn, trumpet, cornet, flugelhorn, trombone, tuba, jazz trumpet, jazz trombone, violin, viola, cello, double bass, classical guitar, percussion, singing, Irish traditional music, Scottish traditional music, music theatre, speech and drama, verse speaking, acting, spoken English in religion, reading aloud, oral communication, personal and professional communication.

PREREQUISITES:
Music subjects: Grade 5 Theory of Music.
Drama and Communication subjects: Grade 8 Practical.

ASSESSMENT METHOD:
Practical examination (all external).

EXAMINATION TIMING:
Examinations are held throughout the year.

GRADING SYSTEM:
Pass (75%)

UWLQ Diploma of the London College of Music in Teaching

QUALIFICATION ABBREVIATION:

DipLCM (TD)

QCF LEVEL:

Level 4 (music subjects only)

BACKGROUND:

Subjects: piano, jazz piano, pipe organ, electronic keyboard, electronic organ, flute, clarinet, oboe, bassoon, recorder, classical saxophone, jazz flute, jazz clarinet, jazz saxophone, French horn, trumpet, cornet, flugelhorn, trombone, tuba, jazz trumpet, jazz trombone, violin, viola, cello, double bass, classical guitar, electric guitar, percussion, singing, Irish traditional music, Scottish traditional music, speech and drama, music theatre.

PREREQUISITES:

Grade 5 Theory of Music.

ASSESSMENT METHOD:

Practical examination (all external).

EXAMINATION TIMING:

Examinations are held throughout the year.

GRADING SYSTEM:

Pass (75%)

BACKGROUND:

Subjects: acting, duologue, group performance, music theatre.

ASSESSMENT METHOD:

Practical examination (all external).

EXAMINATION TIMING:

Examinations are held throughout the year.

GRADING SYSTEM:

Pass (65%), Merit (75%), Distinction (85%)

UWLQ graded examinations in Drama have been allocated UCAS Tariff points for grades 6–8 as follows:

Grade	UCAS Tariff points
Grade 8 (Distinction)	65
Grade 8 (Merit)	60
Grade 8 (Pass)	45
Grade 7 (Distinction)	55
Grade 7 (Merit)	50
Grade 7 (Pass)	35
Grade 6 (Distinction)	40
Grade 6 (Merit)	35
Grade 6 (Pass)	20

For more information about the UCAS Tariff, please see Appendix B.

UWLQ Fellowship of the London College of Music in Performance

QUALIFICATION ABBREVIATION:

FLCM

QCF LEVEL:

Level 7 (music subjects only)

BACKGROUND:

Subjects: piano, jazz piano, pipe organ, electronic keyboard, electronic organ, flute, clarinet, oboe, bassoon, recorder, classical saxophone, jazz flute, jazz clarinet, jazz saxophone, French horn, trumpet, cornet, flugelhorn, trombone, tuba, jazz trumpet, jazz trombone, violin, viola, cello, double bass, classical guitar, percussion, singing, Irish traditional music, Scottish traditional music, church music, speech and drama.

PREREQUISITES:

LLCM

ASSESSMENT METHOD:

Practical examination (all external).

EXAMINATION TIMING:

Examinations are held throughout the year.

GRADING SYSTEM:

Approved/Not Approved.

UWLQ Graded Examinations in Music Literacy

QCF LEVEL:

Grades 1–3 = Level 1

Grades 4–5 = Level 2

Grades 6–8 = Level 3

BACKGROUND:

Subjects available: theory of music, popular music theory.

ASSESSMENT METHOD:

Written examination (all external).

GRADING SYSTEM:

Pass (65%), Merit (75%), Distinction (85%)

UWLQ graded examinations in Music Literacy have been allocated UCAS Tariff points for grades 6–8 as follows:

Grade	UCAS Tariff points
Grade 8 (Distinction)	30
Grade 8 (Merit)	25
Grade 8 (Pass)	20
Grade 7 (Distinction)	20
Grade 7 (Merit)	15
Grade 7 (Pass)	10
Grade 6 (Distinction)	15
Grade 6 (Merit)	10
Grade 6 (Pass)	5

For more information about the UCAS Tariff, please see Appendix B.

UWLQ Graded Examinations in Drama

QCF LEVEL:

Grades 1–3 (Acting, Music Theatre) = Level 1

Grades 4–5 (Acting, Music Theatre) = Level 2

Grades 6–8 (Acting, Music Theatre) = Level 3

UWLQ Graded Examinations in Music Performance

QCF LEVEL:

Grades 1–3 = Level 1

Grades 4–5 = Level 2

Grades 6–8 = Level 3

BACKGROUND:

Subjects: piano, jazz piano, electronic keyboard, electronic organ, flute, clarinet, oboe, bassoon, recorder, classical saxophone, jazz flute, jazz clarinet, jazz saxophone, French horn, trumpet, cornet, flugelhorn, trombone, tuba, jazz trumpet, jazz trombone, violin, viola, cello, double bass, classical guitar, electric guitar, bass guitar, acoustic guitar, rock guitar, drum kit, tuned percussion, timpani, singing, popular music vocals, Irish traditional music, Scottish traditional music, church music.

ASSESSMENT METHOD:

Practical examination (all external).

EXAMINATION TIMING:

Examinations are held throughout the year.

GRADING SYSTEM:

Pass (65%), Merit (75%), Distinction (85%)

UWLQ graded examinations in Music Performance have been allocated UCAS Tariff points for grades 6–8 as follows:

Grade	UCAS Tariff points
Grade 8 (Distinction)	75
Grade 8 (Merit)	70
Grade 8 (Pass)	55
Grade 7 (Distinction)	60
Grade 7 (Merit)	55
Grade 7 (Pass)	40
Grade 6 (Distinction)	45
Grade 6 (Merit)	40
Grade 6 (Pass)	25

For more information about the UCAS Tariff, please see Appendix B.

UWLQ Graded Examinations in Speech

QCF LEVEL:

Grades 1–3 = Level 1
Grades 4–5 = Level 2
Grades 6–8 = Level 3

BACKGROUND:

Subjects available: verse speaking, reading aloud, oral communication.

ASSESSMENT METHOD:

Practical examination (all external).

EXAMINATION TIMING:

Examinations are held throughout the year.

GRADING SYSTEM:

Pass (65%), Merit (75%), Distinction (85%)

UWLQ graded examinations in Speech have been allocated UCAS Tariff points for grades 6–8 as follows:

Grade	UCAS Tariff points
Grade 8 (Distinction)	65
Grade 8 (Merit)	60
Grade 8 (Pass)	45
Grade 7 (Distinction)	55
Grade 7 (Merit)	50
Grade 7 (Pass)	35
Grade 6 (Distinction)	40
Grade 6 (Merit)	35
Grade 6 (Pass)	20

For more information about the UCAS Tariff, please see Appendix B.

UWLQ Graded Examinations in Speech and Drama

QCF LEVEL:

Grades 1–3 = Level 1
Grades 4–5 = Level 2
Grades 6–8 = Level 3

ASSESSMENT METHOD:

Practical examination (all external)

EXAMINATION TIMING:

Examinations are held throughout the year.

GRADING SYSTEM:

Pass (65%), Merit (75%), Distinction (85%)

UWLQ graded examinations in Speech and Drama have been allocated UCAS Tariff points for grades 6–8 as follows:

Grade	UCAS Tariff points
Grade 8 (Distinction)	65
Grade 8 (Merit)	60
Grade 8 (Pass)	45
Grade 7 (Distinction)	55
Grade 7 (Merit)	50
Grade 7 (Pass)	35
Grade 6 (Distinction)	40
Grade 6 (Merit)	35
Grade 6 (Pass)	20

For more information about the UCAS Tariff, please see Appendix B.

UWLQ Licentiate of the London College of Music in Performance

QUALIFICATION ABBREVIATION:

LLCM

QCF LEVEL:

Level 6 (music subjects only)

BACKGROUND:

Subjects: piano, jazz piano, pipe organ, electronic keyboard, electronic organ, flute, clarinet, oboe, bassoon, recorder, classical saxophone, jazz flute, jazz clarinet, jazz saxophone, French horn, trumpet, cornet, flugelhorn, trombone, tuba, jazz trumpet, jazz trombone, violin, viola, cello, double bass, classical guitar, percussion, singing, Irish traditional music, Scottish traditional music, church music, speech and drama, acting, public speaking, verse speaking, reading recital, spoken English in religion, music theatre.

PREREQUISITES:

ALCM

ASSESSMENT METHOD:

Music subjects: practical examination (all external).
Drama and communication subjects: practical examination and written submission (all external).

EXAMINATION TIMING:

Examinations are held throughout the year.

GRADING SYSTEM:

Pass (75%)

UWLQ Licentiate of the London College of Music in Teaching

QUALIFICATION ABBREVIATION:

LLCM (TD)

QCF LEVEL:

Level 6 (music subjects only)

BACKGROUND:

Subjects: piano, pipe organ, electronic keyboard, electronic organ, flute, clarinet, oboe, bassoon, recorder, classical saxophone, French horn, trumpet, cornet, flugelhorn, trombone, tuba, violin, viola, cello, double bass, classical guitar, electric guitar, percussion, singing, Irish traditional music, Scottish traditional music, speech and drama, music theatre.

PREREQUISITES:

Music subjects: ALCM or ALCM (TD).
Drama and communication subjects: ALCM in Teaching.

ASSESSMENT METHOD:

Practical examination and written submission (all external).

EXAMINATION TIMING:

Examinations are held throughout the year.

GRADING SYSTEM:

Pass (75%)

Vocationally Related Qualifications

QUALIFICATION ABBREVIATION:

VRQs

NQF/QCF LEVEL:

Levels 1, 2 and 3

BACKGROUND:

VRQs are available in a wide variety of vocational areas. Qualification suites include Health, Public Services and Care/Science and Mathematics; Agriculture, Horticulture and Animal Care/Engineering and Manufacturing Technologies/Construction, Planning and the Built Environment/ICT/Retail and Commercial Enterprise/Leisure, Travel and Tourism/Arts, Media and Publishing/History, Philosophy and Theology/Social Sciences/Languages, Literature and Culture/Education and Training/Preparing for Life and Work/Business, Administration and Law. More than 100 awarding organisations offer VRQs including AQA, City & Guilds, Edexcel, EDI, NCFE, NOCN, Ascentis and OCR. Full details of all accredited qualifications and awarding organisations can be found at the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

The subject matter of the units and the qualification must support the qualification's purpose. It must:

- specify the knowledge, skills and/or understanding required, giving a clear indication of coverage and depth
- be expressed in terms of what a successful candidate will have learned or will be able to do (outcomes)
- refer to any relevant National Occupational Standards or to professional standards if it is employment related or attests to competence in an occupation or profession
- comply with subject/sector criteria where these exist and be accurate and up-to-date.

PREREQUISITES:

Generally, there are no entry requirements laid down (e.g. formal qualifications from school or further education) but in certain cases, a minimum level of basic education or language may be required – in some cases the awarding body may expect a candidate to have achieved the (equivalent of the) level below that which is being applied for prior to entry.

NUMBER OF UNITS/STRUCTURE:

Qualifications vary in size – usually defined by a recommended number of guided learning hours (GLH) for NQF qualifications, and a specified number of credits for QCF qualifications. There is no limit to the number of units in a qualification, but practicalities determine a sensible amount.

Most VRQs are defined as Awards/Certificates/Diplomas at each level and the structure can be all mandatory or made up of a set of mandatory units and a set of optional units from which to choose the rest.

ASSESSMENT METHOD:

All VRQs must include a form of independent assessment or an alternative approved by the regulatory authorities and all methods used must be appropriate to the qualification type. They must:

- be fit for purpose in that they provide a valid measure of the required skills, knowledge and understanding and/or competence
- provide opportunities for candidates to demonstrate their abilities to meet a full range of requirements
- also be manageable and cost-effective as well as being free from covert or overt discrimination in wording or content.

EXAMINATION TIMING:

Most qualifications are available on demand, with some fixed-date assessment sessions. This depends on individual centres, many of which are colleges and may have specific times of the year for assessment. Online assessment is becoming more and more common and this can be done at any time in any place. As with all assessment it must be appropriate to the qualification itself.

DATE OF RESULT PUBLICATION:

Ongoing

GRADING SYSTEM:

Qualifications and their composite units are graded.

QUALITY ASSURANCE:

Ofqual evaluates qualifications and the organisations that award them against nationally established criteria. It formally recognises awarding organisations by checking they have adequate resources to award their qualifications. Ofqual also runs an accreditation system that ensures the qualifications awarded by recognised bodies meet specific criteria.

PROGRESSION/ARTICULATION:

All suites of qualifications offer clear progression routes, where appropriate, to further education or training and/or employment opportunities. They are also supported by the appropriate Standards Setting Body/Council where one exists.

Welsh Baccalaureate Advanced Diploma

QUALIFICATION ABBREVIATION:

WBAD/WBQ

NQF LEVEL:

Level 3.

BACKGROUND:

The Welsh Baccalaureate Advanced Diploma is an overarching qualification that gives parity of esteem to vocational and academic routes. It is accredited at Level 3, Level 2 and Level 1, i.e. there is also a Welsh Baccalaureate Intermediate Diploma at Level 2 and a Welsh Baccalaureate Foundation Diploma at Level 1. It may be taken through the medium of either English or Welsh.

DATE OF FIRST TEACHING:

2003

DATE OF FIRST AWARD:

2005

PREREQUISITES:

Candidates embarking on the WBAD should have achieved a general education level commensurate with their intended programmes of study in the Options.

Credit is given to Options qualifications already achieved, which form part of the requirements of the WBAD.

NUMBER OF UNITS/STRUCTURE:

The minimum requirement for award of the WBAD is achievement of the Welsh Baccalaureate Core Certificate and Options requirements.

The Core comprises a common curriculum for candidates, including: Key/Essential Skills Wales; Wales, Europe and the World; Work-Related Education, Personal and Social Education. Candidates must achieve at least three Key/Essential Skills Wales qualifications at Level 3 and three at Level 2.

The Options are qualifications which are accredited at Level 3, such as AS/A levels or vocational equivalents. In order to be awarded the WBAD, candidates must achieve a maximum of three qualifications at Level 3 which total 720 GLH or 108 credits or 100% of the Level 3 threshold.

ASSESSMENT METHOD:

For the Core, candidates are assessed through:

- Key/Essential Skills Wales portfolios
- an Individual Investigation at Level 3 (minimum 3,000 words), based on issues arising from the Core and/or Options
- component diary/records showing how the curriculum requirements have been met.

For the Options, candidates are assessed in the normal way for the qualification concerned.

EXAMINATION TIMING:

Dependent on the national timetable for Option subjects.

DATE OF RESULT PUBLICATION:

March and August

GRADING SYSTEM:

For courses commencing from September 2013 the Core of the Advanced level Welsh Baccalaureate will be graded A* to C, based on learners' attainment in the Essential Skills Wales and Key Skills components of the Core and the Individual Investigation, which will also be graded Pass/Merit/Distinction.

A Pass (i.e. grade C and above) in the Core of the Welsh Baccalaureate Advanced Diploma has been allocated 120 UCAS Tariff points. Points for the Core are awarded only when a candidate achieves the Welsh Baccalaureate Advanced Diploma.

Details of the grading scheme can be found on the WJEC website www.wbq.org.uk

FURTHER CHANGES:

From September 2015 more far-reaching changes to the Welsh Baccalaureate Qualification will be implemented following the independent review of qualifications for 14-19 year olds in Wales. These changes will impact on those applying for entry to HE courses from 2017. Please see page 188 for further details.

QUALITY ASSURANCE:

The WBAD is evaluated internally by the WJEC and monitored by the regulatory authority, the Welsh Government.

PROGRESSION/ARTICULATION:

WBAD can be recognised by UK HEPs as fulfilling the minimum matriculation requirements for entry.

Further information on the Welsh Baccalaureate can be found at www.wbq.org.uk.

Skills/Enrichment

Ascentis Level 3 Certificate in Personal Development for Progression

NQF LEVEL:
Level 3

BACKGROUND:
This qualification is intended to help learners to gain recognition for their project management and teamwork skills. It promotes the development of communication, negotiation and presentation skills, and provides the skills required in higher education and in many careers.

In order to successfully achieve the qualification, learners need to demonstrate skills such as:

- Team work
- Project management
- Effective communication
- Working independently
- Presentation skills.

Learners are required to plan a project, complete a logbook, take part in a group presentation, contribute towards the production of a group report and a final product, and complete 11 statements explaining their role within the project. Achievement of the assessment criteria is monitored through a portfolio. This could include evidence such as written questions and answers, a group report or presentation, a reflective log or witness statements.

The course specification also offers opportunities to develop and generate evidence for the generic and wider Key Skills.

DATE OF FIRST TEACHING:
2008

NUMBER OF UNITS/STRUCTURE:
One unit

ASSESSMENT METHOD:
Portfolio of evidence, including a logbook

GRADING SYSTEM:
Pass/Fail

QUALITY ASSURANCE:
External moderation by Ascentis.

ASDAN Level 3 Award and Certificate in Community Volunteering

QCF LEVEL:
Level 3 (CVQ Awards and Certificates are also available at Levels 1 and 2)

BACKGROUND:
The aim of these qualifications is to help learners develop skills within volunteering settings. It is assumed that learners who demonstrate skills at level 3 will be well placed to progress towards relevant sector qualifications and national occupational standards.

DATE OF FIRST TEACHING:
2008

DATE OF FIRST AWARD:
2009

NUMBER OF UNITS/STRUCTURE:
Award – six credits. 50-60 Guided Learning Hours.
Candidates take two mandatory units plus two or three optional units.

Certificate – 15 credits. 120-130 Guided Learning Hours.
Candidates take two mandatory units plus four or five optional units.

ASSESSMENT METHOD:
Portfolio of evidence

GRADING SYSTEM:
Pass/Fail

Both the award and the certificate are allocated UCAS Tariff points as follows:

	Tariff points
Certificate	50
Award	30

For more information about the UCAS Tariff, please see Appendix B.

PROGRESSION/ARTICULATION:
These qualifications provide opportunities for learners who demonstrate these skills at Level 3 to be well placed to progress towards relevant sector qualifications and national occupational standards. The units are valuable for providing skills, knowledge and understanding not only for volunteering but also maximising opportunities for staff development, more effective performance and promotion within and outside employment.

ASDAN Level 3 Award and Certificate in Employability

QCF LEVEL:
Level 3 (Employability Awards and Certificates are also available as approved qualifications at Levels 1 and 2).

BACKGROUND
The aim of these qualifications is to provide a range of opportunities for learners to develop their personal and employability skills in gaining a national qualification. At Level 3 units include Research Skills, Project Management, Problem Solving, Career Exploration, Planning and Reviewing Learning, and Team Working.

DATE OF FIRST TEACHING:
2008

DATE OF FIRST AWARD:
2009

NUMBER OF UNITS/STRUCTURE:
Award – six credits. 50-60 Guided Learning Hours.
Candidates take two mandatory units plus optional units.

Certificate – 15 credits. 120-130 Guided Learning Hours.
Candidates take two mandatory units plus optional units.

ASSESSMENT METHOD:
Portfolio of evidence

GRADING SYSTEM:
Pass/Fail

PROGRESSION/ARTICULATION:

These qualifications provide opportunities for learners who demonstrate these skills at Level 3 to be well placed to progress towards HE and a range of sector qualifications, as well as employment. The units are valuable for providing skills, knowledge and understanding for personal development and more effective performance within HE, and within and outside employment.

ASDAN Award of Personal Effectiveness

QUALIFICATION ABBREVIATION:

ASDAN AoPE

NQF LEVEL:

Level 3 (AoPE is also available as an approved qualification at Levels 1 and 2)

BACKGROUND:

Ofqual accredited the ASDAN Award of Personal Effectiveness into the QCF as a fully approved qualification from 1 September 2011. AoPE at Levels 1, 2 and 3 provides a means of accrediting a wide range of personal, key and employability skills, leading to personal effectiveness. AoPE is a smaller, QCF version of the ASDAN Level 3 CoPE (Certificate of Personal Effectiveness).

DATE OF FIRST TEACHING:

2011

DATE OF FIRST AWARD:

2012

DATE OF LAST AWARD:

Unspecified

NUMBER OF UNITS/STRUCTURE:

Award requires nine credits, approximately 70-80 Guided Learning Hours, from at least three of the seven optional units listed below:

- Research skills
- Improving skills in preparing and presenting information
- Team working
- Planning and reviewing learning
- Tackling problems
- Learning through work experience
- Career exploration.

ASSESSMENT METHOD:

Portfolio evidence, internally assessed and externally moderated.

EXAMINATION TIMING:

Opportunities for portfolio moderation are made available at least three times a year.

DATE OF RESULT PUBLICATION:

Ongoing assessment and publication of results.

GRADING SYSTEM:

Pass/Fail

The Award of Personal Effectiveness has been allocated UCAS Tariff points as follows:

Grade	UCAS Tariff points
Pass	30

For more information about the UCAS Tariff, please see Appendix B.

QUALITY ASSURANCE:

Assessment against AoPE standards, demonstrated and evidenced through the completion of a range of activities within different contexts.

PROGRESSION/ARTICULATION:

Development of skills at Level 3 support entry to HE. The units are valuable for providing skills, knowledge and understanding for personal development and more effective performance within HE, and within and outside employment.

ASDAN Certificate of Personal Effectiveness

QUALIFICATION ABBREVIATION:

ASDAN CoPE

NQF LEVEL:

Level 3 (CoPE is also available as an approved qualification at Levels 1 and 2)

BACKGROUND:

The ASDAN Level 3 Certificate of Personal Effectiveness is a qualification in the National Qualifications Framework, fully approved by Ofqual, and by other regulators for use in Wales, Northern Ireland and Scotland. This certificate incorporates the Universities Award at Level 3. CoPE at Levels 1, 2 and 3 provides a means of accrediting a wide range of personal, social and health education (PSHE), citizenship and work-related activity along with the development of personal effectiveness skills. The qualification provides a model for the Government 14-19 agenda especially in relation to developing skills for learning, skills for employment and skills for life. ASDAN CoPE is a core feature to a HEFCE-funded Aimhigher project seeking to develop autonomous learning.

DATE OF FIRST TEACHING:

2003

DATE OF FIRST AWARD:

2004

DATE OF LAST AWARD:

2020

NUMBER OF UNITS/STRUCTURE:

Six units:

- Planning and carrying out a piece of research
- Communication through discussion
- Planning and giving an oral presentation
- Introduction to working with others
- Introduction to improving own learning and performance
- Introduction to problem solving.

ASSESSMENT METHOD:

Portfolio evidence, internally assessed and externally moderated.

EXAMINATION TIMING:

Opportunities for portfolio moderation are made available at least three times a year.

DATE OF RESULT PUBLICATION:

Ongoing assessment

GRADING SYSTEM:

Pass/Fail

The Certificate of Personal Effectiveness has been allocated UCAS Tariff points as follows:

Grade	UCAS Tariff points
Pass	70

For more information about the UCAS Tariff, please see Appendix B.

QUALITY ASSURANCE:

Assessment against CoPE standards, which reflect Key Skills Standards, demonstrated through the completion of a range of activities within different contexts.

PROGRESSION/ARTICULATION:

Entry to HE.

VARIANTS:

The CoPE qualification can now offer certificates that indicate the context through which the skills are developed, e.g. CoPE through science, technology, engineering and maths, CoPE through citizenship etc. The Universities Award has been available for a number of years and remains available as a separate enrichment programme or as a significant part of the CoPE qualification.

In Northern Ireland, CoPE at Level 3 is offered by the Awarding Body CCEA, by agreement with ASDAN, which continues to offer Levels 1 and 2.

ASDAN Universities Award

The Universities Award provides a portfolio-based framework for certifying student achievement across a broad range of curriculum enrichment and extra-curricular activities including: sports and arts activities, careers work, community placements, adventure activities, work experience, enterprise projects, PSHE and citizenship, international links, mentoring and leadership, and many valuable activities.

Students gain credits for their achievements, demonstrate their competence in a range of essential skills, and use the Universities Award to enhance career paths and UCAS applications.

Over 100 universities around the UK acknowledge the value of the Universities Award in relation to the development and assessment of personal skills, and a number of these universities take it into consideration when making offers to applicants.

The Universities Award can be used to wrap around the sixth form experience and provide a straightforward way of certifying student experience. It can also provide a route to achieving the CoPE (Certificate of Personal Effectiveness) qualification at Level 3.

Cambridge English Examinations

Cambridge English Language Assessment is part of the University of Cambridge and offers a range of qualifications for learners and teachers of English, taken by over 4 million people in 130 countries. They help people gain entrance to university or college, improve job prospects or measure progress in English. More than 13,500 universities, employers and government bodies worldwide rely on Cambridge English qualifications as proof of English Language ability.

Cambridge English Language Assessment offers a number of qualifications that are approved by the UK Home Office for Tier 4 student visas and that are suitable for candidates wishing to study in higher education in the UK:

Qualifications accredited at NQF Level 3 (Common European Framework of Reference for Languages (CEFR) level C2)

Certificate of Proficiency in English (CPE) Grades A – C
Certificate in Advanced English (CAE) Grade A
Business English Certificates Higher (BEC H) Grade A

Qualifications accredited at NQF Level 2 (CEFR level C1)

Certificate in Advanced English (CAE) Grades B and C
First Certificate in English (FCE) Grade A
Business English Certificates Higher (BEC H) Grades B and C
Business English Certificates Vantage (BEC V) Grade A.

Qualifications accredited at NQF Level 1 (CEFR level B2)

First Certificate in English (FCE) Grades B and C
Business English Certificates Vantage (BEC V) Grades B and C.

The qualifications are accredited by Ofqual and have been mapped to the NQF for England, Wales and Northern Ireland.

UCAS Tariff points for Cambridge English examinations are shown in the following table.

Grade	Tariff points
Certificate of Proficiency in English	Certificate in Advanced English
A	140
B	110
C	A 70

For more information about the UCAS Tariff, please see Appendix B.

Cambridge English exam results can be verified online using a free Results Verification Service: www.cambridgeenglish.org/verifiers

CSV Learning Together and Student Community Partnerships

CSV Learning Together and Student Community Partnerships enable university and college students to play an active part in their local community through volunteering or as part of their assessed coursework.

CSV Learning Together is a student tutoring programme aimed at raising the aspirations and achievements of young people. Student tutoring projects currently run in most universities and colleges throughout the UK and involve thousands of HE students annually. Students volunteer for up to 20 weeks and work with school pupils on a one-to-one or group basis, providing a positive role model, helping to improve their educational achievements and encouraging them to continue in further and higher education. Students meanwhile acquire the habit of good citizenship and develop their communication, organisation and problem-solving skills. Some students tutor for credit, and various certification and assessment mechanisms are used at different universities.

Many HEPs now provide opportunities for their students to be involved in positive community action as part of their assessed coursework through Student Community Partnerships. Such partnerships enhance students' skills development while potentially meeting a wide range of community needs. Students are given the responsibility, under academic supervision, of negotiating a project, carrying out research and producing a clear and readable

report for a local charity or community organisation. In the process they not only draw on their theoretical learning, but also put into practice a range of skills, including problem solving, communication, use of information technology and, where appropriate, teamwork.

Both schemes provide the opportunity for students to acquire key skills and certification or accreditation through learning in the community.

The Duke of Edinburgh's Award

BACKGROUND:

The Duke of Edinburgh's Award is a programme of personal development for all young people between the ages of 14 and 24. Undertaken on a voluntary basis, the DofE offers personalised levels of challenge and achievement through a balanced programme of activity which includes four sections: Volunteering, Skills, Physical and Expedition. At Gold level participants complete an additional fifth residential section.

A DofE Programme complements and enriches academic studies offering an internationally recognised accreditation of achievement. At a wider level, it assists young people in developing and showing evidence of the personal qualities and skills which will contribute to their success in HE through:

- taking responsibility for their own learning and development
- developing transferable skills such as teamwork, leadership, communication, decision making, working to targets and deadlines
- adding breadth and depth to their formal studies, including involvement with community and with people outside their peer group
- accepting the challenge of trying new activities and/or persevering with current activities.

Engineering Education Scheme (England and Scotland) (EES)

The Engineering Education Scheme (England and Scotland) (EES) is administered by the Engineering Development Trust (EDT).

The Scheme provides students with an in-depth experience in science, technology, engineering and maths (STEM), which will allow them to make informed choices about their future studies and career. The EES experience develops high level employability and personal, learning and thinking skills.

During this work-related learning experience a professional engineer from a link company/organisation liaises with and mentors a team of four to six students and their contact teacher over a period of about six months. They work as a team on a real scientific engineering or technical problem.

The scheme is aimed at Year 12 (Lower Sixth) students who are interested in STEM or a related discipline. Each team is required to present their project solution and produce a full project report. Students have the opportunity to accredit their projects via the British Science Association CREST (Creativity in Science and Technology) Awards.

The Scheme provides a scheme launch, a university residential workshop and a celebration and assessment day (CAD). During the project phase seminars are delivered on project management, problem solving, team work, career pathways, presentation and communication skills.

Full and rigorous assessment of the team project is carried out at the CAD where teams display their projects, present to a panel of assessors and face in-depth questioning at their display stands. All members of the team receive certificates of participation and detailed information regarding their achievements compared to regional and national averages.

Qualifications and Credit Framework (QCF) English and maths qualifications

QCF LEVELS:

Entry Level, Level 1, Level 2.

BACKGROUND:

These qualifications were introduced from September 2012 and replaced the Adult Basic Literacy and Numeracy qualifications. They were designed as stepping stone qualifications to Functional Skills and/or GCSEs in English and maths. They are unit-based and credit-bearing qualifications and are intended to be mapped against the Adult Literacy and Numeracy Standards. At Level 2 some of the qualifications will also be mapped against Functional Skills.

They range in size from one-credit Awards to Certificates at 13 credits or more. Within the QCF one credit tends to equate to 10 hours of learning time. As these are unit-based qualifications the learner can achieve the qualification incrementally by building up units and accumulating credit towards the qualification.

DATE OF FIRST TEACHING:

2012

DATE OF FIRST AWARD:

2013

NUMBER OF UNITS/STRUCTURE:

This will vary according to which awarding organisation is offering the qualification. These range from one unit qualifications (Awards) to larger qualifications (Certificates). At Levels 1 and 2 there is the facility for the smaller qualification (Award) to be embedded in the larger qualification.

ASSESSMENT METHOD:

Qualifications will use a range of assessment methods: portfolio of evidence, controlled assessment, set tasks and tests, online assessment.

EXAMINATION TIMING:

These qualifications have been primarily designed for adult learners to access them throughout the academic year - in this sense they are 'roll on and roll off' and, as unit-based qualifications, assessment and examination can take place once a unit has been completed. Assessment/examination windows will be published by each awarding organisation as well as, in some cases, being available 'on demand'.

PROGRESSION/ARTICULATION:

The qualifications are intended to provide stepping stones for a range of adult learners towards Level 2 Functional Skills and/or GCSEs.

It should be noted that from 31 July 2015 in line with the reforms referenced above, Level 2 QCF English and maths qualifications will no longer be publicly funded for adults in England.

GRADING SYSTEM:

Qualifications in the QCF may be graded but the overall grading type for these qualifications will be 'Pass'.

Essential Skills (Northern Ireland)

NQF LEVEL:

Entry level, Level 1, Level 2

BACKGROUND:

The specifications for these qualifications have been developed from the Key Skills Communication and Application of Number Standards and the Adult Literacy and Numeracy Core Curricula at the appropriate levels.

There are three skills available at Levels 1 and 2: Application of Number, Communication and ICT. It is also possible to undertake Essential Skills qualifications in Adult Literacy and Adult Numeracy at Entry Level.

Achievement at Level 2 can build on achievement at Level 1 and can be used to assist progression to recognised qualifications at higher level.

DATE OF FIRST TEACHING:

2004

NUMBER OF UNITS/STRUCTURE:

One-unit structure

ASSESSMENT METHOD:

Portfolio of evidence

GRADING SYSTEM:

Competence-based

Essential Skills (NI) attract UCAS Tariff points only where they form part of a composite Level 3 qualification:

Level	UCAS Tariff points
Level 2	10

For more information about the UCAS Tariff, please see Appendix B.

PROGRESSION/ARTICULATION:

Level 3 Key Skills and other appropriate qualifications.

Essential Skills Wales

NQF LEVEL:

Entry Level to Level 4

BACKGROUND:

Key Skills and Basic Skills qualifications have been central to the skills agenda in Wales in meeting the policy aim of ensuring that everyone masters the skills needed in education, work and life in general.

The introduction of Essential Skills Wales (ESW) in September 2010 brings clarity and consistency to this policy aim. The new standards and the associated qualifications provide, for the first time in Wales, a single

ladder of progression from Entry Level to Level 4 in the skills of Communication, Application of Number and ICT.

The new standards have been developed by converging and drawing on best practice from the standards for Adult Literacy, Adult Numeracy and Adult ICT, and the standards for Key Skills Communication, Application of Number and ICT.

ESW are applicable to all programmes, ages, abilities and contexts. They are required for success in all aspects of education, training, work and life in general. They are therefore appropriate for a variety of candidates at all levels from students and junior staff through to middle and senior managers. They support the effectiveness of learning and performance both in education and at work, by encouraging the individual to:

- think about their intentions and purposes
- plan a course of action
- implement the plan
- reflect on their progress towards completing the plan
- review the plan to suit changing circumstances or to overcome problems
- devise a new plan when the original one has been fulfilled.

The process underpinning all ESW qualifications is therefore:

Plan → Do → Reflect → Review.

DATE OF FIRST TEACHING:

September 2010

DATE OF FIRST AWARD:

2010

PREREQUISITES:

No entry requirements

NUMBER OF UNITS/STRUCTURE:

One unit qualification

ASSESSMENT METHOD:

Portfolio assessment at Levels 1 to 4

EXAMINATION TIMING:

No examinations. Ongoing assessment as per awarding body arrangements.

DATE OF RESULT PUBLICATION:

Ongoing

GRADING SYSTEM:

Competence-based

Essential Skills Wales qualifications attract UCAS Tariff points only where they form part of a composite Level 3 qualification:

Grade	UCAS Tariff points
Level 2	10
Level 3	20
Level 4	30

For more information about the UCAS Tariff, please see Appendix B.

QUALITY ASSURANCE:

Awarding body arrangements for external verification and/or Moderation

PROGRESSION/ARTICULATION:

No specific qualification route. Transferrable skills applicable across all areas of education, employment and life in general.

Functional Skills

NQF LEVEL:

Entry level, Level 1, Level 2

BACKGROUND:

Functional Skills are about applying English, mathematics and information & communication technology in everyday and workplace situations. At Levels 1 and 2 they can be mapped to existing GCSEs. They are available as standalone qualifications for post-19 adult learners in England, but are also a mandatory part of existing apprenticeship frameworks (at Levels 1 and 2 and are also a part of traineeships).

The three functional skills of English, mathematics and information & communication technology have been available nationally since September 2010.

APPRENTICESHIPS:

It is a requirement of the current specification for apprenticeship standards in England (SASE) that intermediate apprentices must undertake and achieve at least a Level 1 in Functional Skills (or GCSE) and at advanced level, the minimum requirement is Level 2.

From the academic year 2014-15 all apprentices who begin an Intermediate Apprenticeship with Level 1 English or mathematics will have to take up study of Level 2 in those subjects during their apprenticeship. This can be achieved through Functional Skills at Level 2. Apprentices who begin their apprenticeship without Level 1 English or maths will be offered but not obliged to study at Level 2. They will still be required to achieve Level 1 English and maths as part of their Intermediate Apprenticeship.

Although English, maths and ICT requirements can be met in current apprenticeship frameworks through Functional Skills this will change both as part of the broader reform to apprenticeships being implemented following the Richard Review and through the introduction of reformed GCSEs from September 2015. Once the reformed GCSEs in English and maths are fully in place the ambition is for apprentices to meet the English and maths requirements through GCSEs.

ASSESSMENT METHOD:

Task-based controlled assessment, written examination, online test.

GRADING SYSTEM:

Pass/Fail

Grade	UCAS Tariff points
Level 2	10

Functional Skills attract UCAS Tariff points only where they form part of a composite Level 3 qualification.

For more information about the UCAS Tariff, please see Appendix B.

PROGRESSION/ARTICULATION:

Functional Skills qualifications are designed from Entry Level 1 to Entry Level 2 to ensure clear progression pathways and learning opportunities through to Level 2.

Key Skills

NQF LEVEL:

Levels 1–4

BACKGROUND:

Key Skills are generic skills that are important and relevant in everyday life for activities undertaken in education, the workplace or training. They were achieved through a wide range of activities such as full- or part-time working, enrichment programmes, training programmes such as Apprenticeships or full- or part-time education. All six Key Skills (in communication, application of number, ICT, problem solving, working with others and improving own learning and performance) could be achieved at Levels 1–4.

Following a review undertaken by the regulators during 2002/3, revised Key Skills standards were introduced in England from September 2004. Minor changes were made to the specifications, renamed as standards, to help candidates and centres produce more focused evidence in portfolios.

In England

Key Skills in communication, application of number and ICT were accredited until the end of August 2010 and were replaced by Functional Skills qualifications in English, mathematics and ICT from September 2010 at Levels 1 and 2. Learners who enrolled on a Key Skills qualification before 1 September 2010 were funded to complete their qualification up to the certification end date of 31 August 2012.

In 2012, the end date for Key Skills qualifications in communication, application of number and ICT, within Apprenticeship Frameworks was extended until 30 September 2013.

The wider Key Skills (problem solving, working with others, and improving own learning and performance) were removed from the NQF in April 2011.

In Wales

With effect from September 2004, all tests in Key Skills qualifications at all levels were discontinued for candidates in the Welsh education system. All candidates in Wales are expected to achieve Key Skills qualifications on the successful demonstration of competence through a portfolio only. The discontinuation of the Key Skills tests did not affect the UCAS Tariff points for certificated Key Skills qualifications in Wales.

In Northern Ireland

Following a review of Key Skills qualifications, CCEA piloted a new approach to assessment of Key Skills qualifications. Unlike the existing multiple-choice tests, candidates undertook tasks within appropriate contexts as one element of the assessment regime. CCEA's Key Skills qualifications are currently certificated until 2014.

DATE OF FIRST TEACHING:

2000

DATE OF FIRST AWARD:

2000

PREREQUISITES:

No entry requirements.

NUMBER OF UNITS/STRUCTURE:

Each Key Skill is a one-unit qualification.

ASSESSMENT METHOD:

The Key Skills in application of number, communication and ICT are assessed by a test (multiple-choice tests at Levels 1 and 2 and short answer/extended response tests at Levels 3 and 4) and a portfolio of evidence (but see information above on candidates in the Welsh and Northern Irish education systems). The Key Skills in working with others, problem solving and improving own learning and performance are often referred to as the wider Key Skills and are only assessed on a portfolio basis.

EXAMINATION TIMING:

Varies according to level and awarding body.

DATE OF RESULT PUBLICATION:

Varies according to level and awarding body.

GRADING SYSTEM:

The three main Key Skills of application of number, communication, and IT carried UCAS Tariff points for entry to HE from 2000-2010. The three wider Key Skills of improving own learning and performance, problem solving, and working with others carried UCAS Tariff points from 2007-2010. Tariff points for all six Key Skills were as shown in the following table:

Grade	UCAS Tariff points
Level 4	30
Level 3	20
Level 2	10

UCAS Tariff points are not allocated to Level 2 Key Skills unless they are part of a Level 3 composite qualification. This does not affect the points awarded to Levels 3 and 4 Key Skills.

For more information about the UCAS Tariff, please see Appendix B.

QUALITY ASSURANCE:

Externally set and marked test and internally assessed and externally moderated portfolio.

PROGRESSION/ARTICULATION:

There is no specific qualification route. Key Skills are transferable skills most commonly needed for success in education and training in general, and a range of activities at work. Institutions of higher education are making explicit use of Key Skills, GCSEs and Functional Skills within their undergraduate and postgraduate programmes, and in initiatives such as the Higher Apprenticeships.

Industrial Careers Foundation

QUALIFICATION ABBREVIATION:

ICF

BACKGROUND:

Over many years, the ICF organised bespoke conferences, courses and events for schools and colleges to individual requirements. The purpose of all events was to provide opportunities for student delegates to practise and hone their managing (key) skills in the close company of motivated adult advisers from business. In the process, the students were therefore encouraged to improve their own abilities.

Since 2005, the ICF no longer directly delivers conferences, but works to promote activity in schools and colleges by providing advice and intellectual capital. It also supports events being organised by Challenge Training Partners and other similar organisations.

The aims of the ICF are to excite students to the challenge of a career in management, and to increase understanding between business and education. Its primary role is promoting conferences to allow students to develop and practice their skills within a teamwork situation.

At present, the ICF is prepared to produce a Summary of Skills Achievement indicating the skills that have been demonstrated by each student delegate on every course it helps to arrange. It has also had experience of producing evidence that will lead, under suitable moderation, to an assessment of the standard of level achieved.

Trident Trust 'Skills for Life' Programme

The Trident Trust 'Skills for Life' Programme provides three experiential, integrated elements for young people aged 14-19 – Personal Challenge, Community Involvement, and Work Experience. The programme can be used in its entirety or as individual modules. Individual certificates can be awarded for each element and the Trident Gold certificate is presented to students who successfully complete all three parts.

In order to receive certification, the student will have developed a portfolio of evidence which details the skills, competences and personal qualities that have been learned or improved as a consequence of their involvement in the activities. In addition, the student will have developed a personal action plan, recorded their activities, reviewed their progress and assessed the outcomes for them personally.

The Outward Bound Trust Classic Award

BACKGROUND:

The Classic Award is the original Outward Bound® experience for young people between the ages of 15 and 19. A 22-day immersion programme, young people will take part in adventurous and challenging experiences in unique locations to build self-confidence, develop essential team and leadership skills and create real and practical experiences to reflect upon and learn from, helping to support the transition into higher education. The Award can also be used to fulfil Gold Duke of Edinburgh Award expedition requirements.

The Outward Bound Trust is an educational charity and the UK's leading provider of bursary assisted outdoor learning and personal development for young people. Starting in the UK in 1941, Outward Bound now exists in 33 countries and is internationally recognised as helping young people realise their potential through learning in the wild.

HOW IT WORKS:

Participants will spend their summer in a residential base, either in the Scottish Highlands, England's Lake District or Snowdonia in Wales developing key skills for their future educational journey and employment careers.

By participating in a range of outdoor activities, they will boost communication, team and leadership skills. Young people will be encouraged to reflect on their experiences and with the support of their dedicated group instructor, transfer what they have learned to everyday situations at home, school or work.

- Week 1: Introduction to new skills and activities, building relationships and forming a team.
- Week 2: Put new skills to use, take on more responsibility as an individual and a team, progressing to higher levels of challenge, including a 24-hour solo camp.
- Week 3: Testing. Put the participants' learning to the test on a final group expedition, which they plan and organise themselves.

At the end of the course, an Outward Bound report is written jointly by the instructor and participant to document their learning and progress throughout the course.

WHAT IT DOES:

The programme will help prepare young people for higher education and employment by

- developing independence skills through problem solving and understanding the importance of taking responsibility
- managing people, situations and dealing with the unexpected
- recognising the link between effort, perseverance and reward
- creating real experiences that develop skills in reflection, self evaluation and independent thought that can be transferred to all aspects of life.

Phased Out Qualifications

Admissions tutors may need to check the results of past examinations, including, in the case of some mature applicants, some qualifications which have been obsolete for a number of years. The following is a brief overview of the chronology of academic qualifications in England, Wales and Northern Ireland, which are likely to be relevant to entry to HE.

From 1918 to 1950 the main academic qualifications were the School Certificate and Higher Schools Certificate examinations.

From 1951/2 to 1987 GCE examinations were available as follows.

Ordinary level

This was normally taken after five years in a secondary school. In June 1988, the GCSE replaced GCE O level and the CSE. However, some awarding bodies continue to offer an examination entitled GCE O level for applicants in some overseas countries.

GRADING SYSTEMS

Before 1963

The grades or marks awarded before 1963 corresponded approximately to the GCE A level system (see above). The pass mark was 45%, with the exception of the following.

Examining Board	Pass Mark
Cambridge	Variable from subject to subject
London	June 1953 to January 1959 – 47% June 1960 to January 1973 – Grade 6
Oxford and Cambridge	Variable from subject to subject
Welsh Joint Education Committee	50%

June 1963–June 1974

For all examining boards, GCE O level grades did not appear on certificates until June 1975, when an official grading system replaced the pass/fail system of reporting results. Previously only unofficial grades were made available to schools, candidates, universities and local education committees. The marking systems used were as shown in the following chart.

BOARD	MARKING SYSTEM												
Associated Examining Board	1: 70%+; 2: 65–69%; 3: 60–64%; 4: 55–59%; 5: 50–54%; 6: 45–49%; 7,8,9: fail. The AEB printed the following caveat after their published O level grading table: "All grade boundaries are determined by careful judgement on performance criteria, and the levels of performance required for the award of each grade in each subject are similar. Not all subjects are bound to follow a normal pattern and the mark equivalents of the appropriate performance levels in some subjects may vary substantially from those indicated above."												
Cambridge	Nine grades awarded, but boundaries could differ from year to year within a subject.												
Durham	Pass grades <table border="0"> <tr><td>1</td><td>75–95</td></tr> <tr><td>2, 3</td><td>60–70</td></tr> <tr><td>4, 5, 6</td><td>45–55</td></tr> <tr><td>7</td><td>40</td></tr> <tr><td>8</td><td>35</td></tr> <tr><td>9</td><td>30 and under</td></tr> </table>	1	75–95	2, 3	60–70	4, 5, 6	45–55	7	40	8	35	9	30 and under
1	75–95												
2, 3	60–70												
4, 5, 6	45–55												
7	40												
8	35												
9	30 and under												
Joint Matriculation Board	A nine-point scale (as Durham above)												
London	1963–68 Instead of 1–6 as above, A, B, C, D, E, O; and for 7, 8, 9 above, F, G, H. 1968–75 Instead of 1–6 as above, A, C, E; and for 7, 8, 9 above, F, H.												
Northern Ireland	Prior to the introduction of the official grading system at O level in 1975, the pattern of the other boards was followed in awarding unofficial grades on a nine-point scale, on which grades 1–6 represented the pass standard.												
Oxford	A nine-point scale (as Durham above).												
Oxford and Cambridge	Raw marks issued, of very little value to other universities.												
Southern Universities Joint Board	Scaled marks, 45% pass.												
Welsh Joint Education Committee	Scaled marks, 50% pass up to 1970, thereafter scaling to 50% pass not applied and nine grades awarded. Grade boundary points differed from year to year within subjects.												

1975–1987

The grading system for GCE O level was as follows.

A	Performance better than or equivalent to the previous pass level: only these grades were normally acceptable to universities for the purposes of satisfying entry requirements.
D	A lower level of attainment.
E	The lowest level of attainment judged to be of sufficient standard to be recorded.

Grades D and E covered approximately the same range of performance as the old School Certificate pass grade.

Alternative Ordinary level

Ordinary level, but with syllabuses designed for sixth formers and other more mature candidates. AO/O* examinations were between GCE O level and A level in standard. They ceased in 1987, with the exception of Additional Mathematics and OCR-run subjects under the title Additional Subjects. The certificates awarded do not bear the signature of a DfES representative, but have been included in the DfES list of statutory qualifications.

The subjects in which the AO/O* examination has been offered are:

- Additional French
- Additional mathematics
- Additional mathematics (MEI)
- Certificate in additional mathematics.

AO/O* examinations should not be confused with a pass allowed at GCE O level for a subject taken at GCE A level up to and including the 1986 examinations. Assessment was related to GCE O level standards, and the successful candidate's certificate recorded as GCE O level grade (shown with an asterisk).

Advanced level

The GCE A level was first introduced in 1951 to replace the Higher School Certificate. It was normally taken in schools and colleges two years after the GCSE or Ordinary (O) level examinations (before 1988). In the past, GCE A levels have been regarded as stand-alone examinations which need not necessarily form part of an integrated programme as such. There was no requirement that the candidate must have taken the subject at GCSE or O level before attempting the same subject at GCE A level, although individual schools and colleges may have imposed their own requirements concerning progression.

Candidates were able to choose how many GCE A level examinations to take, and there was no requirement that they should all be taken simultaneously. The normal pattern for entry to HE was to offer three GCE A levels in Year 13 in schools or FE colleges in England and Wales (Year 14 in Northern Ireland). Some candidates took fewer subjects, or took their GCE A levels over a longer period. Some schools/colleges encouraged their stronger candidates to take four subjects. Candidates may have used the GCE Advanced Supplementary (AS) examination (half an A level in terms of content but assessed at full A level) to broaden or complement their A level programme.

From September 2000, revised GCE A levels were introduced and the new GCE Advanced Subsidiary (AS) replaced the GCE Advanced Supplementary (AS), although both AS qualifications were offered for examination in summer 2001.

QUALITY ASSURANCE

All GCE A level examinations were subject to quality assurance procedures. The regulators (QCDA, ACCAC, CCEA and their predecessor bodies) were responsible for keeping under review all aspects of school examinations and assessment. In 1994, the GCE A and AS *Code of Practice* was published in conjunction with the awarding bodies. The *Code of Practice* has since been revised, firstly as the joint *GCSE and GCE A level/AS Code of Practice*, and more recently as the joint *GCSE, GCSE in vocational subjects, GCE, VCE and GNVQ Code of Practice 2002/3*.

The purpose of all the codes has been to:

- lay down detailed procedures to promote accuracy, fairness, quality and consistency across all awarding bodies
- ensure that staged examinations are of the same standard as end-of-course examinations
- represent an enhanced measure of national uniformity of procedures and quality assurance.

Subject cores were developed to specify the requirements for GCE A level syllabuses. All syllabuses were subject to the approval of the regulators and were required to comply with the requirements of the subject cores and the Code of Practice.

TIMING OF EXAMINATIONS

All awarding bodies offered GCE A level examinations in the summer (May/June). AQA, Edexcel Foundation and WJEC also offered examinations in the autumn/winter, but not in all subjects. OCR offered modular examinations in March, June and November for the former UCLES and UODLE suites of specifications. Modules for the former OCSEB A level were held in January and June. These examinations were certificated by OCR, which had taken over all previous modular A levels run by UCLES, UODLE, OCSEB and OCEAC. Module tests for the former NEAB A levels were held in February/March and June.

MODULAR GCE A LEVELS

The development of modular GCE A level and Advanced Supplementary specifications offered choice and flexibility for both students and teachers, and enabled candidates to select a specified number of modules from those available for an A level certificate, and half that number for the award of an Advanced Supplementary certificate. There were allowable combinations of modules, the selection of which might influence the title of the certificate awarded, for example, in modular mathematics. Modular GCE A levels were replaced by the revised unitised GCE A levels from September 2000.

Modular syllabuses were required to incorporate the relevant subject cores where appropriate and adhere to the Code of Practice. All modules were assessed at full A level standard, including those taken at an early stage in the course, ie there was no allowance for maturation.

Modular GCE A level and AS examinations were available two or three times a year for many syllabuses, and candidates could enter for any number of modular examinations at each of these times.

At the end of each GCE A level or AS module, results were issued by the appropriate examining bodies, either by grading and certification or a statement of result to the candidate. At this stage, if candidates believed they could obtain a higher grade, they could decide to resit one or more modules. Their modular results were held in a module bank.

For qualifications started before September 2000, candidates could retake modules on any number of occasions before presenting them for a final subject award. The highest result for any module would be accepted, provided it was within its four-year validity, and subject to the satisfaction of the terminal assessment requirement.

The regulations required that at least 30% of the total assessment for a final subject award should consist of externally assessed terminal examinations. Terminal examinations were regarded as externally marked modules taken either in the January series (November for OCR) following October entry or the March/May/June series following February entry.

Modules taken as part of the 30% terminal examinations had to be included in the subject award, even if their results were not the candidate's best for the module(s) concerned.

It is UCAS's policy that applicants who have taken modular GCE A level or Advanced Supplementary qualifications need not declare on the UCAS form the detailed modules which they are taking or the results of any modules which may have been completed. They should, however, state the title of the overall qualification.

PREVIOUS GRADING SYSTEMS FOR GCE A LEVEL

Before 1963

Different examining boards used various systems, and specific enquiries should be addressed to the relevant awarding body (see contact information in Appendix A); some information is given in the table below. Before 1963, A level grades were not included on the GCE certificate although they were communicated to local education authorities and universities. Performance in Scholarship papers was not recorded on the certificates. Candidates who reached an outstanding level of performance were awarded 'Advanced with Distinction'. This was the only award, other than the simple award of an A level pass, which was available in the period 1953–62.

BOARD	DATE	MARKING SYSTEM
Associated Examining Board	January 1960 and earlier To 1962	Pass 40%, allowed Ordinary 30–39% 1+2: 70%; 3: 60–69%; 4: 55–59%; 5: 50–54%; 6: 40–49%; 7+8: 25–39% allowed Ordinary; 9: fail
Cambridge; Oxford and Cambridge	To 1962	Raw marks given by the Joint Oxford and Cambridge Board (but not by Cambridge) with different grades, maxima and pass marks for each subject and sometimes for each year. Reduction of these to percentages was not encouraged by these boards.
Durham	1960 and earlier	Results given as grades on a scale running from 90 to 0 by increments of 5.
Joint Matriculation Board	To 1962	Results given as grades on a scale running from 95 to 0 by increments of 5.
London	January 1960 and earlier 1960–63	Marks given 1: 75% or better; 2: 70–74%; 3: 60–69%; 4: 50–59%; 6: 40–49%; 7+8: 30–39% allowed Ordinary; 9: fail
Oxford	To 1962	Results given as grades on a scale running from 90 to 0 by increments of 5.
Southern Universities Joint Board	Before 1963	Percentage marks given.
Welsh Joint Education Committee	To 1962	Results given as grades: A: 75% or better; B: 60–74%; C: 50–59%; D: 40–49%.

Autumn 1963–winter 1986/7 (Durham from 1961)

The GCE boards worked within a grading scheme originally laid down by the Secondary Schools Examinations Council and subsequently confirmed by the Schools Council. This scheme set out the distribution of grades which might be expected in subjects with large and average entries, the approximate proportions of the total entry allocated to each grade in such circumstances being as follows.

Approximate % of entry	Advanced Grade
10	A
15	B
10	C
15	D
20	E
20	O Allowed Ordinary
10	F Fail

The suggested percentages were for the guidance of boards, and actual percentages differed from subject to subject, depending on the calibre of the entry.

The boards attempted to maintain continuity of standards from one year to the next in each subject and also general comparability of demands between subjects. In a grading system of this kind, the central grades covered relatively narrow mark ranges because they fell in the area where candidates were most closely bunched. This applied in particular to grade C, which covered only a very narrow spread of marks.

Candidates who failed by a narrow margin might be given an 'allowed Ordinary' grade (O) which indicated a performance equivalent to at least grade C at GCE O level.

From summer 1987

In 1985, the Secondary Examinations Council recommended a reform of the A level grading system, designed partly to resolve the problem of the narrow mark range defining grade C. In April 1986, the Department of Education and Science announced that, with effect from the summer 1987 examinations, a new A level grading system would be adopted as follows.

A	Highest grade awarded
B	
C	
D	
E	Lowest pass grade awarded
N	Certificate to indicate the candidate's performance fell short of the standard required for grade E by a narrow margin.
U	Uncertificated

GCE A LEVEL POINTS SCORE SYSTEM

In the early 1960s, UCCA devised a points score system to help with the presentation of statistics; this was initially based on a score of 1–5 (grade A = 5). In 1989, the system was amended by doubling the A level scores to take into account the new Advanced Supplementary qualifications. This system was subsequently administered by UCAS and became recognised as follows.

Grade	A	B	C	D	E
Points	10	8	6	4	2

Advanced Supplementary

The GCE AS examinations were introduced in England and Wales in 1987, and in Northern Ireland in 1988, to encourage breadth in the post-16 curriculum. In particular, they were intended to encourage students specialising in one discipline (for example, art/humanities) to broaden their knowledge of other areas of the curriculum (for example, science/mathematics). The first certificates were issued in 1989 for England and Wales and 1990 for Northern Ireland.

The GCE AS was of the same academic standard as GCE A level. It was intended to represent no more than half the study time of A level with an upper limit of 20% for coursework in most cases.

GCE AS subjects were often studied in tandem with GCE A level subjects in schools or colleges of FE. In theory, candidates could take GCE A level and AS in any combination, and the former CVCP endorsed the concept of a programme consisting of two A levels and two AS qualifications. In practice, the majority of applicants who took GCE AS offered a single AS qualification in association with three GCE A levels.

From September 2000, the GCE Advanced Supplementary was replaced by the new GCE Advanced Subsidiary (also with the abbreviation AS); in summer 2001 both qualifications were available for award. The Advanced Supplementary is no longer available.

The *GCSE and GCE A level/AS Code of Practice* applied equally to both GCE A level and AS examinations. The establishment of subject cores common to both GCE A level and AS improved the relationship between those examinations. A number of GCE AS syllabuses were modular, and the principles and practical arrangements were effectively as for modular GCE A levels. As with GCE A levels, the same standards and subject cores applied for modular GCE AS syllabuses as for syllabuses with end-of-course assessment.

AWARDING BODIES

GCE AS examinations were offered by all the GCE awarding bodies in England, Wales and Northern Ireland.

TIMING OF EXAMINATIONS

GCE AS examinations were held in the summer (May/June). Modular AS examinations were usually held in the same sessions as modular A level.

GRADING

The grading system for GCE AS was the same as for A level. The same standards applied to GCE AS as to GCE A level examinations.

ACCEPTABILITY FOR ENTRY TO HIGHER EDUCATION

HEPs have accepted two GCE AS subjects in place of an unspecified third GCE A level subject for entry to most courses. For the purposes of entry to HE, one GCE AS qualification was equivalent to half an A level and was treated as such when calculating points scores. AS grades were therefore scored as follows in the former UCAS points score system.

Grade	A	B	C	D	E
Points	5	4	3	2	1

While there is no formal points score in the new UCAS Tariff for GCE Advanced Supplementary, HEPs may wish to attribute the same Tariff points scores as for the equivalent grade in the new GCE Advanced Subsidiary. It should be noted that both types of AS qualification represent half the value of the relevant full GCE A level qualification.

Special Papers

SPs were additional examinations which could be taken in conjunction with, and at the same time as, the GCE A level examination in the same subject. Some awarding bodies offered SPs as stand-alone examinations that did not require a link to related GCE A level subjects. For some GCE A level subjects, there was no corresponding SP. The questions were designed to test the level of knowledge and understanding of candidates deemed to be more able.

SPs were offered by AQA, OCR, and WJEC.

SP results were graded as follows.

1	Distinction – an outstanding performance
2	Merit – a good performance
U	Unclassified – if the candidate did not reach the standard required for grade 2, or failed to qualify by not passing GCE A level in the same subject

It was possible for the candidate to pass an A level subject but to be unclassified in the SP.

Admissions tutors have sometimes taken into account the results of SPs, but it has not been normal practice to include them within conditional offers. SP results were reported to HE in association with the relevant GCE A level results.

Following the introduction of AEs in association with revised GCE A levels from summer 2002, SPs have been phased out.

Certificate of Secondary Education

The CSE examination was offered from 1965 to 1987. In June 1988, the GCSE replaced CSE and GCE O levels. The modes of examining for the CSE varied according to the degree of involvement on the part of the candidate's school. The principal forms were:

- Mode 1 – examinations designed by the examining board on syllabuses set and published by the board
- Mode 2 – examinations designed by the examining board on syllabuses devised by individual schools or groups of schools
- Mode 3 – both syllabuses and examinations created by schools under boards' guidance and approval.

As Modes 2 and 3 syllabuses were drawn up by individual schools or groups of schools, examinations on these syllabuses were normally available only to pupils in the particular schools or groups of schools.

The three modes were not mutually exclusive; many school-based examinations incorporated board-based components and vice versa. All combinations were subject to moderation by the boards.

Many universities accepted CSE grade 1 as equivalent to grade C or above at O level or GCSE.

Joint 16+ examinations

Some applicants may indicate on their application forms that they took joint 16+ examinations. This indicates that the applicants took part in examinations conducted by consortia of GCE boards and CSE boards. These examinations had their origins in the feasibility studies which led the Schools Council in 1976 to a form of examination similar to GCSE. In 1980, the Government proposed the GCSE as a single system of examining at 16+.

Applicants who took the joint 16+ examinations of various GCE/CSE consortia will have received two certificates unless ungraded, one showing their results in terms of O level grades (A – E), the other in terms of CSE grades (1–5). Grades achieved in such 16+ examinations were directly equivalent to the corresponding GCE and CSE grades. There is no formal correspondence between CSE grades 2–5 and GCE O level grades D and E.

Certificate of Extended Education

The CEE was an official pilot examination recommended by the Schools Council in 1976. It was primarily for students who had obtained CSE grades 2–4 and who were staying on for one year in the sixth form but who had no immediate intention of seeking admission to HE. It was discontinued in 1991.

Although the Department of Education and Science's approval for the CEE was extended to 1985, and to 1986 only for two-year course candidates, the consortium for the CEE continued to offer CEE examinations until 1990. Since the experimental examinations began in 1972, the CEE had in some areas been taken by students from the whole of the ability range and not just from the original target group.

There were five grades, of which grade I was the highest and grade V the lowest. CEE grades I, II and III, obtained by candidates who took the CEE examinations conducted by a consortium of GCE and CSE boards, were certified by those boards as being equivalent to at least grade C in the former GCE O level examination.

Certificate of Extended Studies

The CES was a post-GCSE examination offered by AQA (NEAB) in 1994-8. The subjects involved were biology, chemistry, English, french, history, mathematics, physics and religious studies. Syllabuses are suitable for students who have attained GCSE grades C or D. In 1999 and 2000 only, French was offered. CES was withdrawn after 2000.

Each syllabus was free-standing, and required approximately 90 hours' teaching time. It could be completed in one year or spread over two years. It could be taken in combination with other courses, for example, GCSE, A level/AS, GNVQ. Successful candidates were awarded Distinction, Merit or Pass Certificates. The Distinction was awarded to candidates who provided work above that normally expected at GCSE. The course bridged the gap between GCSE and GCE A level.

Certificate of Further Studies

AQA (formerly AEB) introduced a series of examinations for the CFS in 1991. Syllabuses are offered for one year in 10 different subjects. The CFS is designed primarily for students who attained grade D or E at GCSE, but is also suitable for Access students in England, Wales and Northern Ireland and others for whom GCE A level or AS examinations are inappropriate. Students could enter for any number of CFS subjects. The CFS in English, French and German for Business was offered for the last time in summer 2002.

The assessment pattern for each subject consists of coursework and one written paper. Results were announced officially as two percentage marks rounded to the nearest 5%. The Board underwrites a mark of 60% or better for coursework, and 50% or better for written papers as representing a standard of attainment equivalent to grade C in GCSE.

Intermediate Certificates

OCR offered a range of former UODLE Certificates in Travel and Tourism, Leisure Studies, Nutrition and Food, and Education and Care of Under-Fives. The Certificates were designed to be taught in one year as an additional, vocationally related course between GCSE and GCE A level. The Certificates were offered for last examination by OCR in 2000.

OCR has provided the three Additional Mathematics syllabuses inherited from UCLES and OCSEB, based on the former AO Additional Mathematics. These certificates were offered for the last time in June 2002.

Senior Certificate Examination

The Ministry of Education Senior Certificate Examination was conducted by the Ministry between 1925 and 1965, when the group certificate was superseded by the GCE

examination in separate subjects at O and A levels. The grading system of the Senior Certificate Examination was by marks (total 400) as follows.

Ordinary level	160+ marks – Pass 240+ marks – Pass with Credit
Advanced level	160+ marks – Pass 280+ marks – Pass with Distinction

Between 1965 and 1969, the Northern Ireland General Certificate of Education (GCE) examinations were conducted by the Ministry of Education.

From 1970 until 1984, the GCE Board, a statutory body under the Education and Libraries (Northern Ireland) Order, conducted the examinations. As a result of a further legislative change in 1984, NISEC conducted the examinations until 1989.

Between 1990 and 1993, the examinations were conducted by NISEAC. Since 1994, this task has been undertaken by NICCEA (often expressed as CCEA).

Diploma

NQF LEVELS:

Foundation Diploma – Level 1
Higher Diploma – Level 2
Progression Diploma – Level 3
Advanced Diploma – Level 3

The Diploma was taught in schools and colleges between 2008 and 2014.

Following the Wolf review and regulatory changes to place the Diploma on the same terms as other qualifications, awarding organisations decided that they would not offer the full Diploma from September 2012. Since then, the main components of the Diploma have been available as qualifications in their own right, until their certification end date.

Some schools and colleges have continued to offer the individual components of the Diploma, e.g. Principal Learning, albeit no longer under the Diploma brand.

The final date for Diploma certification was 31 August 2014. The Diploma qualification has now been withdrawn, although some of the qualifications that made up the Diploma are still available.

BACKGROUND:

Diplomas were applied qualifications which combined both academic and vocational studies across a range of industry sectors, through work-related learning. They were first taught in 2008 – with all 14 subjects or Lines of Learning available from 2010. 14-19 Diplomas were designed to provide progression routes into both employment and HE.

Diplomas were designed to promote diversity, opportunity and inclusion by offering credible, industry-relevant applied learning, alongside general learning, with real opportunities to practise skills.

The Diploma subjects/Lines of Learning were: Business Administration and Finance; Construction and the Built Environment; Creative and Media; Engineering; Environment and Land Based Studies; Hair and Beauty Studies; Hospitality; IT; Manufacturing and Product Development; Public Services; Retail Services; Society, Health and Development; Sports and Active Leisure; and, Travel and Tourism.

STRUCTURE OF DIPLOMAS

The Diploma was a composite qualification and included:

- Principal learning
- Generic learning
 - Functional skills
 - Personal learning and thinking skills (PLTS)
 - Work experience
 - Project (extended project at Level 3)
- Additional and specialist learning (ASL) (not Progression Diploma).

PRINCIPAL LEARNING

Some principal learning qualifications are still available. They are all specific to the Line of Learning, for example Creative and Media. The Line of Learning had a number of units covering different aspects and carried a mandatory 50% applied learning requirement.

Principal learning qualifications are consistent in size for each Diploma at a given level – 240 Guided Learning Hours (GLH) at Level 1, 420 GLH at Level 2 and 540 GLH at Level 3. They are assessed by a mixture of internal and external assessment.

GENERIC LEARNING

Generic learning was common across all Diploma Lines of Learning. It included a core of skills required by employers and HE – personal, learning and thinking skills, functional skills in English, mathematics and ICT, as well as work experience and a project.

PERSONAL LEARNING AND THINKING SKILLS (PLTS)

The PLTS framework included skills which required students to be: independent enquirers; creative thinkers; reflective learners; team workers; self-managers; and effective participators.

Students developed and applied these skills through principal learning.

FUNCTIONAL SKILLS

Functional skills qualifications continue to be available. They allow students to develop their ability to apply their English, maths and ICT skills in situations relevant to work and life.

Diploma specifications required students to achieve the functional skills qualification in English, mathematics and ICT at Level 1 for the Level 1 Diploma, and at Level 2 for the Level 2 Diploma. The achievement of the Diploma at Level 3 required achievement of Level 2 functional skills, although this could be done alongside, or prior to, the Level 3 Diploma.

WORK EXPERIENCE

Diploma students had to undertake a minimum of 10 days' work experience, preferably in the relevant sector.

**PROJECT (LEVELS 1 AND 2)
EXTENDED PROJECT (LEVEL 3)**

The project theme usually related to the principal learning and enabled the student to explore a topic of interest in greater depth or breadth.

At Level 3, the Extended Project specifications required students to:

- a select either individually or as part of a group, a sector-relevant topic/area of interest for an in-depth study, which provides opportunities to develop skills, knowledge and understanding, and negotiate with their mentor the scoping of that project.
- b identify and draft objectives for their project and provide a rationale for their choice.

- c plan, research and complete independently, or take an identified and individual role in, a project.
- d provide evidence of planning, organisation, research, evaluation and outcomes of the project.
- e produce a presentation on the completed project in an appropriate medium and designed for a specific audience.

ADDITIONAL AND SPECIALIST LEARNING (ASL)

Additional and specialist learning gave students the opportunity to deepen or broaden their learning by choosing qualifications that complemented the principal learning. For example, by taking a mathematics qualification within the engineering Diploma, a student learning programme could lead to a degree-level course in engineering.

Students selected ASL qualifications at the same level as the Diploma they were taking, or one higher, e.g. the Foundation Diploma could have had ASL at Level 1 or 2. Lists of approved ASL qualifications for each subject/Line of Learning were published in the ASL catalogue.

DIPLOMA LEVELS

Diplomas were available at Levels 1, 2 and 3.

The Foundation Diploma (Level 1) was at the level of GCSE grades D-G and approximately the size of five GCSEs.

The Higher Diploma (Level 2) attainment was at the level of GCSE grades A*-C and approximately the size of seven GCSEs.

The Advanced Diploma (Level 3) attainment was equivalent to three and a half A levels and included Principal learning, generic learning (which included personal learning and thinking skills (PLTS) and functional skills), a project, work experience and a choice of additional and specialist learning (ASL).

The Progression Diploma (Level 3) was a smaller Level 3 qualification, equivalent in size to two and a half A levels. It included the principal learning and generic learning sections of the Advanced Diploma, but excluded additional and specialist learning.

ASSESSMENT METHOD:

Principal learning unit assessment – mix of course work assessment, portfolio and written examination

Functional skills – task-based controlled assessment

Project – internal with external verification – see section above

Additional and Specialist Learning – depended on the qualification(s) taken.

DATE OF RESULT PUBLICATION:

Most Diplomas were awarded in August at the time the majority of students received the results of the component qualifications that make up the Diploma. The last certification date for the Diploma was 31 August 2014.

GRADING SYSTEM:

The Diploma was graded. To achieve the overall Diploma qualification, students needed to achieve all components of the Diploma, including functional skills and additional and specialist learning (except for Progression Diploma).

The Diploma grade was derived from the total points score of Principal learning and the project. All other components were required for aggregation of a Diploma, but did not determine the grade.

The grading of the Diploma was reported in the following way:

- Foundation Diploma: A*, A, B or ungraded (U)
- Higher Diploma: A*, A, B, C or ungraded (U)
- Advanced Diploma: A*, A, B, C, D, E or ungraded (U)

The UCAS Tariff points for the Principal and Generic Learning of the Advanced Diploma are as follows:

Grade	UCAS Tariff points
A*	350
A	300
B	250
C	200
D	150
E	100

The UCAS Tariff points for Principal Learning are as follows:

Grade	UCAS Tariff points
A*	210
A	180
B	150
C	120
D	90
E	60

For more information about the UCAS Tariff, please see Appendix B.

The total score for the Advanced Diploma was obtained by adding the score for Additional and Specialist Learning (ASL) to the score for Principal Learning and the Extended Project (Progression Diploma). The points for ASL depended upon the Tariff for the qualification concerned.

QUALITY ASSURANCE:

The regulatory framework for the Diploma was underpinned by supporting arrangements for the operation of the Diploma, including Ofqual agreed procedures for awarding and grading.

Use of English

OCSEB offered the Use of English paper until 1989. From 1990 until 1995, it was offered by UCLES. Use of English was an examination outside the structure of GCSE and GCE.

BTEC qualifications prior to September 2002

(INCLUDING FORMER BTEC, BEC AND TEC QUALIFICATIONS)

BTEC First, National and Higher National Certificates and Diplomas

BTEC First, National and Higher National qualifications included two types of vocational unit:

- core units, which specified the knowledge, skills and understanding required for qualifications in the subject area
- option units, which provided the knowledge, skills and understanding in more specialised areas, offering progression opportunities.

For learners on programmes of study before September 2000, qualifications included skills achievement, which was recorded on students' certification as BTEC Common Skills.

Learners on BTEC First and National programmes from September 2000 no longer followed the BTEC Common Skills within their programmes. They were encouraged to take the Key Skills qualifications which were separately certificated.

BTEC qualifications from 2002

Edexcel Level 2 BTEC Firsts (NQF)

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:

Level 2

BACKGROUND:

The Edexcel Level 2 BTEC Firsts were designed to provide specialist work-related qualifications in a range of sectors. They were unit-based qualifications that focused on particular aspects of employment within a vocational sector. The Level 2 BTEC Firsts offered qualifications that could extend the study and provide vocational emphasis for learners following a GCSE or Applied GCSE (Double Award) route or a combination of both in their main programme of study. Equally the Edexcel Level 2 BTEC Firsts offered focused qualifications for learners, particularly more mature learners, wishing to follow a shorter programme of study that directly related to their work experience, or to an aspect of employment that they wish to move into in due course.

There were key aspects within the Edexcel Level 2 BTEC First Qualifications.

- The qualifications all had a specialist focus
- All units were internally assessed and verified
- The BTEC First Certificates had the equivalence on the School and College Achievement and Attainment Tables to two GCSEs (A* – C)
- There was an overall qualification grade for certification
- Some of the qualifications were approved as Technical Certificates.

DATE OF FIRST TEACHING:

2002

DATE OF FIRST AWARD:

2003

DATE OF LAST AWARD:

2014

NUMBER OF UNITS/STRUCTURE:

Certificate – Three 60 GLH (guided learning hours) units, including mandatory and specialist units, with a qualification size of 180 GLH.

Diploma – Six 60-GLH (guided learning hours) units, including mandatory core units with the remainder being specialist units, with a qualification size of 360 GLH.

ASSESSMENT METHOD:

All units were internally assessed and externally verified.

The assessment was criterion-referenced, based on the achievement of specified outcomes.

GRADING SYSTEM:

The grading of units was at Pass, Merit or Distinction. These were detailed as part of the documents for certification.

Each qualification had an overall grade of Pass, Merit or Distinction. From September 2006 a Distinction* grade was available.

QUALITY ASSURANCE:

External verification and National Standards Sampling quality assurance was undertaken as follows.

- *Guidance and unit specification*
To promote consistency, the awarding body issued standards for programme/unit outcomes, content, assessment and guidance on teaching and learning methods, programme design and assessment.
- *Approval*
Any centre (college, school or company) wishing to offer the qualification had to gain approval for that qualification by demonstrating that specified resources and quality criteria were met, both for the centre and the qualification.
- *External verification*
The awarding body appointed an external verifier to every sector programme that it approved. These were experienced practitioners, normally with occupational competence, from education and industry who were carefully selected and suitably qualified. They had a responsibility for ensuring that:
 - centres assessed student performance using strategies that were valid and reliable
 - national standards of the qualifications were maintained
 - the consistency of the qualifications nationally was monitored using national comparisons.

Before any awards were issued, an external verifier had to confirm that national standards were being applied consistently and certification was valid. Verification was undertaken using a range of methods, including visits and remote sampling. Sampling of students' work was undertaken for all programmes.

PROGRESSION/ARTICULATION:

The qualifications were developed to provide learners with a preparation for employment, to provide career development opportunities for those already in work and to enable progression and continuation of study in the vocational area (to any associated Level 3 vocationally-related qualification or to a Level 2 or 3 occupational competence qualification such as an NVQ).

Edexcel Level 3 BTEC National Award (NQF)

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:

Level 3

BACKGROUND:

The Edexcel Level 3 BTEC National Award was a 360-guided learning hours unit-based specialist qualification that focused on particular aspects of employment within the vocational sector. As such, the BTEC National Award offered a qualification which could extend study and provide vocational emphasis for learners following an Applied GCE or GCE route or a combination of both in their main

programme of study. Equally, the Edexcel Level 3 BTEC National Award offered a focused qualification for learners, particularly more mature learners, wishing to follow a shorter programme of study that was directly related to their work experience or to an aspect of employment that they wish to move into. It was broadly equivalent to one GCE A level.

The Edexcel Level 3 BTEC National qualifications were designed to provide specialist work-related qualifications in a range of sectors. The qualifications were developed to provide learners with a preparation for employment, to provide career development opportunities for those already in work and to enable progression and continuation of study in the vocational area, through further or higher education. The Edexcel Level 3 BTEC National qualifications linked to the Occupational Standards for the sector where these were appropriate and were supported by the relevant Sector Skills Council (SSC).

DATE OF FIRST TEACHING:

2002

DATE OF FIRST AWARD:

2003

DATE OF LAST AWARD:

2012

NUMBER OF UNITS/STRUCTURE:

Six 60-GLH (guided learning hours) units to include mandatory core units and the remainder being specialist units, with a qualification size of 360 GLH.

ASSESSMENT METHOD:

All units were internally assessed and externally verified.

The assessment was criterion-referenced, based on the achievement of specified outcomes.

GRADING SYSTEM:

Each unit was assessed and graded at Distinction, Merit or Pass. The qualification had an overall grade awarded at Distinction, Merit or Pass.

The Level 3 BTEC National Award has been allocated UCAS Tariff points as follows:

Grade	UCAS Tariff points
Distinction	120
Merit	80
Pass	40

For more information about the UCAS Tariff, please see Appendix B.

QUALITY ASSURANCE:

External verification and National Standards Sampling quality assurance was undertaken as follows:

- *Guidance and unit specification*
To promote consistency, the awarding body issued standards for programme/unit outcome, content, assessment and guidance on teaching and learning methods, programme design and assessment.
- *Approval*
Any centre (college, university, school or company) wishing to offer the qualification had to gain approval for that qualification by demonstrating that specified resources and quality criteria were met, both for the centre and the qualification.

External verification

The awarding body appointed an external verifier to every sector programme which it approved. These were experienced practitioners, normally with occupational competence, from education and industry who were carefully selected and suitably qualified. They had a responsibility for ensuring that:

- centres assessed student performance using strategies that were valid and reliable
- national standards of the qualifications were maintained
- the consistency of the qualifications nationally was monitored using national comparisons.

Before any awards were issued, an external verifier had to confirm that national standards were being applied consistently and certification is valid.

Verification was undertaken using a range of methods, including visits and remote sampling. Sampling of students' work was undertaken for all programmes.

PROGRESSION/ARTICULATION:

The qualifications were developed to provide learners with a preparation for employment, to provide career development opportunities for those already in work and to enable progression and continuation of study in the vocational area (to any associated Level 4 or 5 vocationally-related qualification, including degrees, or to a Level 3 or 4 vocationally-related qualification or occupational competence qualification such as an NVQ).

Edexcel Level 3 BTEC National Certificate (NQF)

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:

Level 3

BACKGROUND:

The Edexcel Level 3 BTEC National Certificate was a 720-guided learning hours unit-based specialist work-related qualification that covered the key knowledge and practical skills required in the vocational sector and also offered different emphasis through the choice of specialist units. It was broadly equivalent to two GCE A levels or the 12-unit AVCE. The qualification offered an engaging programme for 16-19-year-olds who were clear about the area of employment they wished to enter. Such learners may wish to extend their programme through the study of a related GCE or other qualification. For adult learners the Edexcel Level 3 BTEC National Certificate offered a specialist work-related qualification to confirm and extend their work experience if they were or had been employed in the sector. It also provided a suitable qualification for those wishing to change career or move into a particular area of employment following a career break. This qualification provided opportunities which enabled progression and continuation of study in the vocational area through further or higher education.

DATE OF FIRST TEACHING:

2002

DATE OF FIRST AWARD:

2003

NUMBER OF UNITS/STRUCTURE:

Twelve 60-GLH (guided learning hours) units to include mandatory core units and the remainder being specialist units, with a qualification size of 720 guided learning hours.

ASSESSMENT METHOD:

All units were internally assessed and externally verified.

The assessment was criterion-referenced, based on the achievement of specified outcomes.

GRADING SYSTEM:

Each unit was assessed and graded at Distinction, Merit or Pass. The qualification had one of five overall grades awarded, as below.

The Level 3 BTEC National Certificate has been allocated UCAS Tariff points as follows:

Grade	UCAS Tariff points
DD	240
DM	200
MM	160
MP	120
PP	80

For more information about the UCAS Tariff, please see Appendix B.

QUALITY ASSURANCE:

See Edexcel Level 3 BTEC National Award (page 167).

PROGRESSION/ARTICULATION:

See Edexcel Level 3 BTEC National Award (page 167).

Edexcel Level 3 BTEC National Diploma (NQF)

NATIONAL QUALIFICATIONS FRAMEWORK LEVEL:

Level 3

BACKGROUND:

The Edexcel Level 3 BTEC National Diploma was a 1080-guided learning hours unit-based qualification designed to extend and deepen the specialist focus available in the Certificate. It was broadly equivalent to three GCE A levels. The qualification prepared learners for employment in the sector and was suitable for 16-19-year-olds who had already decided that they wished to enter a specific area of work. Some adult learners made the commitment required by this qualification in order to enter a specialist area of employment or progress into higher education. Progression from this qualification could be into employment where learners may progress to professional body examinations. Alternatively, learners may progress to degree or other higher education studies in the vocational sector or a related one.

DATE OF FIRST TEACHING:

2002

DATE OF FIRST AWARD:

2003

NUMBER OF UNITS/STRUCTURE:

Eighteen 60-GLH (guided learning hours) units to include mandatory core units and the remainder being specialist units, with a qualification size of 1080 guided learning hours.

ASSESSMENT METHOD:

All units were internally assessed and externally verified.

The assessment was criterion-referenced, based on the achievement of specified outcomes.

GRADING SYSTEM:

Each unit was assessed and graded at Distinction, Merit or Pass. The qualification had one of seven overall grades awarded, as below.

The Level 3 BTEC National Diploma has been allocated UCAS Tariff points as follows:

Grade	UCAS Tariff points
DDD	360
DDM	320
DMM	280
MMM	240
MMP	200
MPP	160
PPP	120

For more information about the UCAS Tariff, please see Appendix B.

QUALITY ASSURANCE:

See Edexcel Level 3 BTEC National Award (page 167).

PROGRESSION/ARTICULATION:

See Edexcel Level 3 BTEC National Award (page 167).

Higher National Qualifications – Engineering

Before September 1999, Engineering National Certificate programmes had a unit value of 10.0, of which the equivalent of at least 3.0 units were at NIII level. National Diploma programmes had a minimum unit value of 16.0, of which the equivalent of at least 6.0 were at NIII. Where an Edexcel unit is classified simply as N, it will for this purpose be considered to be equally weighted between NII and NIII. Engineering HNC programmes had a unit value of 10.0, of which 8.0 had to be at H level. HND programmes had a minimum unit value of 16.0, of which 12.0 were at H level. NIII units used in Higher National programmes were designated at H/N level.

Access to HE Certificate

The Access to HE Certificate was an undifferentiated award which was phased out between 2007 and 2009. It has been replaced by the Access to HE Diploma, which has both a common system of grading and a standard credit requirement. During the phasing-in period, Access to HE Diplomas were awarded according to the standard credit requirement but the award remained ungraded. The Access to HE Certificate had neither a standard system for grading nor common credit requirements: the use of credit; specific credit requirements, and any system of grading used for the Access to HE certificate were determined by local agreement.

The outline below shows the qualification awarded to students who registered on an Access to HE course for the first time and completed that course in the year(s) given. Students who completed recognised Access to HE courses in earlier years; or who started courses prior to the academic year in which the award was made (ie they were studying part-time or took a break in their studies which ran across two or more years) may have been awarded an

earlier variant of the qualification. The changed approach to the description of student achievement for Access to HE in recent years does not invalidate the achievement of students who completed courses before the current common specification for the qualification was developed.

- 2009
Access to HE Diplomas (ungraded; standard credit requirement for all awards – 60 credits; 45 at level 3)
- 2007 and 2008
Some Access to HE Diplomas (ungraded; standard credit requirement – 60 credits; 45 at level 3); some Access to HE certificates (ungraded; credit requirements agreed at local level)
- Pre-2007:
Access to HE certificates (ungraded; credit requirements agreed at local level)
 - 1998-2007: certificate logo: green arrow head with the words 'Access to Higher Education recognised by the Quality Assurance Agency for Higher Education'
 - 1992-1997: certificate logo: red triangle with the words 'recognised by the Higher Education Quality Council'
 - pre-1992: Access to HE certificates awarded through local arrangements.

The awarding bodies for the Access to HE qualification are known as 'Access Validating Agencies' (AVAs) and were known as 'Authorised Validating Agencies' until 2008. There have been a large number of name changes and mergers among AVAs since the Access Recognition Scheme was first established in 1989. Details of current and former AVAs are available on the Access to HE website at www.accesstohe.ac.uk/HowCourses/AboutAVAs/Pages/default.aspx.

Progress File

ENGLAND

Progress File – a set of interactive materials designed to support learners' goal-setting, learning and study skills, progress monitoring and recording of achievements – has been used by many schools and colleges since becoming nationally available in April 2002. These materials, supplied free of charge by the Department for Education & Skills, addressed a range of 14-19 and Skills White Paper policy objectives – for the development of independent learners, able to manage their own development and to make successful transitions between age phases, institutions and into work.

The DfES ceased to make Progress File materials available in April 2006 as the principles and processes that underpin Progress File are now well-established and have been adopted in an increasing range of other products and services. Users are encouraged to continue applying those principles and processes to their own circumstances, making use of other tools and solutions as appropriate. To help in this transition, the DfES waived all copyright in its Progress File materials – so that they can be copied and adapted for local use.

The Centre for Recording Achievement, has provided the following additional information.

"Progress File can help individuals record both academic and non-academic achievements and select those most relevant to their needs. The activities of reviewing and target setting are central to Progress File, which also provides detailed guidance for users to help develop these

skills. It also provides a context within which Individual Learning Plans can focus on future educational and/or vocational targets being devised and implemented. Links can also be made with approaches to teaching and learning being developed with vocationally related qualifications.”

Use in the admissions process

Many institutions recognise the value in helping individuals develop the skills of reflection, recording and action planning. These not only help to build crucial personal organisational and self-management skills, but enable them to take ownership of their own development and apply their skills and achievements to a wide range of situations. Progress File can be used in a wide range of contexts and can provide useful information for the HE admissions process. Progress File is also designed to help individuals link their achievements to key skills.

A good recording achievement structure supports the development of students’ forward plans and can help motivation and improve choice. Several projects have shown that where such a structure is in place, applicants can enhance the quality of their applications.

The Centre for Recording Achievement, a national cross-sector network organisation, works to encourage the use of records of achievement within the HE applications process, and to support tutors and applicants in making effective use of the recording and planning experience and documentation in all applications. The following ways in which engagement in Progress File practice can support an application to HE have been identified.

- Providing a basis for the construction of the personal statement
- A source of additional material to support applications sent to particular institutions
- A direct source of evidence that may be valuable in considering applicants in Clearing
- A document for collection and display of evidence accumulated in compact arrangements, local progression records or within the new Partnership for Progression initiative.

At Clearing, Progress File may enable individuals to offer additional, clear and up-to-date information to institutions to assist decision-making at a critical time. Admission tutors may request a summary copy (not the original) of information from the Progress File directly from the applicant.

Interest in recording achievement has not been confined to schools and FE. Over the last 10 years, a large number of HEPs have developed a range of practices under names like Personal and Academic Records, Personal Profiles or Learning Logs.

During 1999/2000, the QAA, CVCP (now Universities UK) and SCOP (now GuildHE) worked together to consult on the most appropriate means of taking forward the recommendations of the Dearing Enquiry into HE that all institutions should develop a Progress File (incorporating a Personal Development Record based on a process of Personal Development Planning). A policy statement was produced in May 2000. This set a target for the implementation of Personal Development Planning across the HE sector as a whole by 2005/6. This was confirmed in the HE Strategy Paper, The Future of Higher Education. From September 2005, the Centre for Recording Achievement is supporting the Higher Education Academy in the implementation of Personal Development Planning in the HE sector.

WALES

In Wales, the Assembly has provided funding for Careers Wales Online (CWO), which is targeted at both young people and adults in Wales, whether in or out of formal education. Its primary aims are to help people to initiate their lifelong learning and career development process, and then to provide support for that process. The main portal is a gateway to dedicated pages for different target groups: up to 16, 16-19, 19+, professionals and employers.

CWO contains an ‘e-progress file’ that highlights both process and product benefits: (as) ‘a process that helps you take more control of your learning, your personal development and your plans for the future. It’s about making improvements, seizing opportunities and achieving more (which) enables you to:

- save all your information in one place and update it whenever you want
- identify and value your skills and qualities, recognise your achievements and use that information to make better choices for the future
- keep an up-to-date online record of all your plans, documents and information that you can share with other people’.

For more information see www.careerswales.com/.

SCOTLAND

Within Scotland, parallel developments are in train. For example, ‘Assessment is for Learning’ funding has been directed to every local authority in Scotland to focus on three main strands, including formative assessment and personal learning planning. Progress Files are available in an editable web-enabled version at www.ltscotland.org.uk/ and the Scottish Qualifications Authority (SQA) has developed a module on personal development planning at HNC/HND level which was launched in June 2004. Most recently (January 2006), in response to the Consultation on ‘Assessment, Testing and Reporting 3–14’ (2003), the Scottish Executive confirmed support for ‘the development of personal learning planning to reflect best practice, taking full account of evaluations and concerns about manageability and workload, as a way of encouraging pupils to take a fuller part in managing and evaluating their own learning’ (at www.scotland.gov.uk/).

NORTHERN IRELAND

For further information on Progress File and the NRA in Northern Ireland, contact Department of Education, Northern Ireland (DENI), or CCEA – see Appendix A for details.

Advanced General National Vocational Qualifications

QUALIFICATION ABBREVIATION:

Advanced GNVQ

NQF LEVEL:

Level 3

BACKGROUND:

At Advanced level, the GNVQ has been replaced by the Advanced Vocational Certificate of Education (AVCE).

The following table provides an equivalence with general qualifications:

Advanced	12 units	2 GCE A levels
	6 units	1 GCE A level

Advanced GNVQ students could opt to do additional studies alongside their GNVQ, either to broaden their general education to or deepen their understanding of the particular vocational area they were studying. Key Skills were a requirement of the pre-2000 GNVQs.

Students could choose to take as additional studies:

- more vocational units (from either the same or another GNVQ subject area). Students received a separate results slip and certificate for individual GNVQ units
- additional Key Skills units (Improving Learning and Performance, Working with Others and Problem Solving)
- separate foreign language units
- one or more GCE A level
- one or more GCE Advanced Supplementary or Subsidiary
- other additional studies, e.g. BTEC qualifications, NOCN units, NVQ units, various certificates.

The Advanced GNVQ (Single Award) was also available as a pilot from September 1998, and was primarily aimed at post-16 students. It was designed to be equivalent to one A level. Students had the option of taking this qualification over one or two years. It gave a basis in a vocational area with the possibility of a certain amount of specialisation via optional units.

The Single Award was a six-unit GNVQ at advanced level only, covering the following vocational areas:

- Art and design
- Business
- Health and social care
- Information technology.

The Single Award was based on the same revised model as the Advanced GNVQ (Full Award) (pilot).

DATE OF FIRST TEACHING:
1992

DATE OF LAST AWARD:
2000

NUMBER OF UNITS/STRUCTURE:
The Advanced GNVQ (Full Award) was made up of 12 units, plus Key Skills, as follows:

- eight mandatory vocational units
- four optional vocational units
- three mandatory Key Skills in application of number, communication and information technology (IT).

ASSESSMENT METHOD:
In the pre-September 2000 model of the Advanced GNVQ, students had to pass an externally set and marked unit test in a variable number of mandatory units (most commonly seven). These tests were designed to ensure that students had the underpinning knowledge important for the unit; they did not contribute to the overall grade of the qualifications.

Differentiation rested on the other, more significant assessment process. Advanced GNVQ students completed activities, projects and assignments as well as taking part in traditional lessons. As a result of this work, they put together a portfolio of evidence, demonstrating that they had met all the requirements of the GNVQ programme at the necessary standard. Key Skills were often achieved through these activities, although separate teaching of Key Skills occurred where necessary.

The external assessment of the Single Award took two forms: tests, and external moderation of the student's portfolio. The tests consisted of short-answer papers of one to two hours' duration, marked by the awarding bodies' examiners.

EXAMINATION TIMING:

January/June

DATE OF RESULT PUBLICATION:

March/August

GRADING SYSTEM:

Distinction/Merit/Pass

When the portfolio of evidence had been completed and the unit tests passed, the student gained an overall Pass in the qualification. To achieve a higher overall grade (Merit or Distinction), a student had to have strong evidence of learning skills (planning, information seeking, handling and evaluation and use of language) and high quality outcomes, as well as satisfying all the requirements of the 12 vocational units and the three mandatory Key Skills at the appropriate level.

QUALITY ASSURANCE:

The Advanced GNVQ (Full Award) was also available as a pilot using an interim structure and assessments.

The pilot GNVQ included an interim unit structure, external short-answer tests, a new system for determining the overall grade to be awarded and new moderation of students' coursework.

The aim of external moderation was to confirm that the assessment decisions made by centres conformed to national standards. The standards moderation process replaced the previous system of external verification.

PROGRESSION/ARTICULATION:

Although the achievement of the Single Award led to a qualification in its own right, it could also be used as progression towards a Full Award.

VARIANTS:

See also GNVQ and Part One GNVQ.

Sixth Term Examination Papers

QUALIFICATION ABBREVIATION:

STEP

BACKGROUND:

STEP was formerly administered by the Oxford and Cambridge Schools Examination Board on behalf of Cambridge Colleges. When it was first examined in the mid-1980s, there were 22 STEP papers available. Over the years, the number of papers has been gradually reduced. Most of them, with the exception of mathematics, were examined for the last time in 2002 when Advanced Extension Awards were introduced. There are now three

mathematics papers. They are all based on the mathematics Advanced GCE Common Core. STEP is currently used by some Cambridge Colleges and by other HEPs.

DATE OF LAST AWARD:
2002 (except for Mathematics)

NUMBER OF UNITS/STRUCTURE:
Mathematics I
Mathematics II
Mathematics III

Candidates take one or two of these papers.

ASSESSMENT METHOD:
External assessment

EXAMINATION TIMING:
June

DATE OF RESULT PUBLICATION:
August (same date as A/AS results)

GRADING SYSTEM:
Grade 5: Outstanding
Grade 1: Very good
Grade 2: Good
Grade 3: Satisfactory
Grade U: Unclassified

The minimum standard for Grade 2 is equivalent to the minimum standard for Merit in an Advanced Extension Award.

PROGRESSION/ARTICULATION:
Higher education

Part One General National Vocational Qualifications

QUALIFICATION ABBREVIATION:
Part One GNVQ

NQF LEVEL:
Level 1 = Foundation, Level 2 = Intermediate

BACKGROUND:
Part One GNVQs became new GCSE qualifications in vocational subjects (Double Award) from 2002.

Part One GNVQs have been available nationally since September 1999 in seven vocational areas and are broadly equivalent to two GCSEs. They are also available post-16.

The last normal certification date was summer 2003, the last resit opportunity being January 2004. These qualifications have been replaced by GCSEs in vocational subjects.

DATE OF FIRST TEACHING:
September 1999

DATE OF LAST AWARD:
January 2004

NUMBER OF UNITS/STRUCTURE:
Three units

ASSESSMENT METHOD:
An assessment regime consisting of a graded test per unit, plus portfolio evidence.

EXAMINATION TIMING:
January/June

DATE OF RESULT PUBLICATION:
March/August

GRADING SYSTEM:
Distinction/Merit/Pass

VARIANTS:
See also GNVQs and GCSEs in vocational subjects.

Advanced Subsidiary Vocational Certificate of Education

QUALIFICATION ABBREVIATION:
ASVCE (also known as the three-unit VCE)

NQF LEVEL:
Level 3

BACKGROUND:
New qualifications with the same AS and A2 structure as existing GCE qualifications were introduced to replace VCEs for first teaching in September 2005. The new qualifications are known as Advanced Subsidiary and Advanced GCEs in applied subjects, and four awards are available: AS (three AS units), AS double award (six AS units), Advanced (three AS and three A2 units) and Advanced double award (six AS and six A2 units).

The ASVCE was available from September 2000 in the following vocational areas only:

- Business
- Engineering
- Health & social care
- Information & communication technology (ICT).

The ASVCE was designed to promote breadth and add enrichment to students' learning programmes, encouraging them to mix and match AVCE qualifications with other qualifications, or to pursue vocational study part-time, possibly in conjunction with part-time employment. Students would normally complete this award in one year, but it may have been taken over a longer period.

The ASVCE was referred to as 'Advanced Subsidiary (AS)'. However, while it was the same size as the GCE AS, it was not 'subsidiary' in nature. Its units were assessed at full AVCE standard and there was no requirement to teach them in a particular order.

DATE OF FIRST TEACHING:
2000

DATE OF FIRST AWARD:
2001

DATE OF LAST AWARD:
2006

NUMBER OF UNITS/STRUCTURE:
Three units

ASSESSMENT METHOD:
The AVCE, ASVCE and AVCE Double Award all drew from the same pool of units and used the same assessment arrangements: a combination of externally assessed written papers (usually 30%) and internally assessed coursework/portfolio (usually 70%).

GRADING SYSTEM:

For the ASVCE, an A – E grading system was used, giving comparability with GCE AS level.

The ASVCE was allocated UCAS Tariff points as follows:

Grade	UCAS Tariff points
A	60
B	50
C	40
D	30
E	20

For more information about the UCAS Tariff, please see Appendix B.

GRADING ADDITIONAL INFORMATION:

U indicated an unclassified performance which was not certificated.

QUALITY ASSURANCE:

The ASVCE was quality assured by the same mechanisms as the AVCE six-unit award.

Advanced Vocational Certificate of Education

QUALIFICATION ABBREVIATION:

AVCE (also known as the six-unit AVCE)

NQF LEVEL:

Level 3

BACKGROUND:

New qualifications with the same AS and A2 structure as existing GCE qualifications were introduced to replace VCEs for first teaching in September 2005. The new qualifications are known as Advanced Subsidiary and Advanced GCEs in applied subjects, and four awards are available: AS (three AS units), AS Double Award (six AS units), Advanced (three AS and three A2 units) and Advanced Double Award (six AS and six A2 units).

AVCEs were qualifications which enabled students to develop skills, knowledge and understanding in the vocational area they were studying and prepared them for both the world of work and for progression to higher education. They were informally known as 'Vocational A levels'.

AVCEs were designed to be related to National Occupational Standards in relevant sectors and to equip students with up-to-date knowledge, skills and understanding of the underpinning principles and processes of those sectors. Learning was expected to be active and student-led, although directed by teachers and supported by professional and employer input. The six-unit AVCE was the same size as GCE A level, and the overall grade was on the same A–E scale.

In autumn 2000, the Advanced GNVQ was replaced by the new AVCE as a part of the introduction of Qualifying for Success reforms. The AVCE was available as a series of different sizes of award to promote flexibility in the post-16 curriculum:

- VCE Advanced Subsidiary (ASVCE) – three units
- AVCE – six units
- AVCE Double Award – 12 units.

The achievement of an AVCE was not dependent on achievement of Key Skills. However, the development of Key Skills formed an integral part of the AVCE and they were signposted in the vocational units.

DATE OF FIRST TEACHING:

2000

DATE OF FIRST AWARD:

2002

DATE OF LAST AWARD:

2006

NUMBER OF UNITS/STRUCTURE:

AVCE was available from September 2000 as a six-unit award. The award consisted of a mixture of compulsory and optional units. Within individual vocational areas, there may have been alternative models of how the AVCE was constructed, providing a measure of controlled flexibility. It could be taken over one or two years.

ASSESSMENT METHOD:

The ASVCE, AVCE and AVCE Double Award all drew from the same pool of units and used the same assessment arrangements: a combination of externally assessed written papers (usually 30%) and internally assessed coursework/portfolio (usually 70%).

The broad aim of the redesign of vocational qualifications at advanced level was to reduce the overall burden of assessment whilst strengthening the external element and making clearer what students need to learn as opposed to what is assessed.

AVCE qualifications were unit-based. Each unit clearly set out the learning which students must cover in order to provide the assessment evidence. Assessment criteria were used to assess the students' ability to apply their skills, knowledge and understanding in a vocational context. The assessment criteria were written for each unit, and the units were written for, and addressed directly to, the students themselves. The exact nature of external assessment depended on the subject area, level and unit content.

Complete portfolio units were assessed by means of unit-specific contextualised grading criteria. Evidence for assessors on the use of the criteria was given in a section of the units entitled *Essential Information for Teachers*, which suggested teaching strategies, assessment strategies and resources, and includes Key Skills signposting.

GRADING SYSTEM:

The AVCE was allocated UCAS Tariff points as follows:

Grade	UCAS Tariff points
A	120
B	100
C	80
D	60
E	40

For more information about the UCAS Tariff, please see Appendix B.

GRADING ADDITIONAL INFORMATION:

The final grade was calculated using a points-based system. Separate points were available for each unit, and these were aggregated to determine an overall grade for the qualification. These points should not be confused with those used on the UCAS Tariff (see above).

U indicates an unclassified performance, which was not certificated.

QUALITY ASSURANCE:

For internal assessment, a moderation system designed to ensure that entry grades are in line with national standards replaced the external verification system. Normally at least a third of the overall assessment was externally set and marked by the awarding bodies.

PROGRESSION/ARTICULATION:

The AVCE was designed to promote flexibility in the post-16 curriculum allowing students to combine AVCE with other qualifications, including GCE A level, GCE AS and the ASVCE.

Advanced Vocational Certificate of Education: Double Award

QUALIFICATION ABBREVIATION:

AVCE Double Award

NQF LEVEL:

Level 3

BACKGROUND:

New qualifications with the same AS and A2 structure as existing GCE qualifications were introduced to replace VCEs for first teaching in September 2005. The new qualifications are known as Advanced Subsidiary and Advanced GCEs in applied subjects, and four awards are available: AS (three AS units), AS double award (six AS units), Advanced (three AS and three A2 units) and Advanced double award (six AS and six A2 units).

The former Advanced GNVQ (which consisted of a minimum of 12 units) was replaced by the AVCE Double Award.

The AVCE Double Award was equivalent in size to two GCE A levels and would normally be taken over two years.

Students had the opportunity to supplement the AVCE Double Award with additional units which were graded separately. These were often in the same vocational subject area, or included language units. Where students wished to take additional studies in a different vocational area, they may have taken a six-unit AVCE or three-unit AVCE award in that subject area.

DATE OF FIRST TEACHING:

2000

DATE OF FIRST AWARD:

2002

DATE OF LAST AWARD:

2006

NUMBER OF UNITS/STRUCTURE:

Twelve units

According to the vocational subject area, the AVCE Double Award was structured within the following rules:

- a minimum of six and a maximum of eight compulsory units
- a maximum of six optional units.

ASSESSMENT METHOD:

The ASVCE, AVCE and AVCE Double Award all drew from the same pool of units and used the same assessment arrangements, that is, through a combination of externally assessed written papers (usually 30%) and internally assessed coursework/portfolio (usually 70%).

GRADING SYSTEM:

The award resulted in the student receiving two related grades on an A–E scale, ie AA, AB, BB, BC, CC, CD, DD, DE, EE. It should be understood that these are paired overall grades for the whole award, and are not two individual grades relating to clusters of six units.

The AVCE (Double Award) was allocated UCAS Tariff points as follows:

Grade	UCAS Tariff points
AA	240
AB	220
BB	200
BC	180
CC	160
CD	140
DD	120
DE	100
EE	80

For more information about the UCAS Tariff, please see Appendix B.

GRADING ADDITIONAL INFORMATION:

U indicated an unclassified performance which was not certificated.

QUALITY ASSURANCE:

The AVCE Double award was quality assured by the same mechanisms as the AVCE six-unit award.

Diploma of Achievement

BACKGROUND:

OCR offered a skills-based Diploma of Achievement designed to complement students' studies on post-16 courses. (This Diploma was previously offered by OCEAC.) The Diploma course was concerned with the development of a wide range of life skills, including key skills, and provided evidence in the form of a certificate reporting skills attainment, together with a portfolio. The assessment was withdrawn in 2004.

General National Vocational Qualifications

QUALIFICATION ABBREVIATION:

GNVQ

NQF LEVEL:

Level 1 = Foundation GNVQ, Level 2 = Intermediate GNVQ

BACKGROUND:

GNVQs were introduced as part of the NQF for England, Wales and Northern Ireland in response to the Government's White Paper Education and Training for the 21st Century (May 1991).

GNVQs are available at two levels and the following table provides an equivalence with qualifications in the general category.

Intermediate	6 units	4 GCSEs (grades A*-C)
	3 units	2 GCSEs (grades A*-C)
Foundation	6 units	4 GCSEs (grades D-G)
	3 units	2 GCSEs (grades D-G)

Following the GNVQ Assessment Review (November 1995) and piloting during 1996/8, GNVQs were redesigned in all areas. The redesigned GNVQ has been available since September 2000. The names of Foundation and Intermediate GNVQs remain unchanged.

The broad aim of the redesign was to reduce the overall burden of assessment while strengthening the external element and making clearer what students need to learn as opposed to what is assessed.

The achievement of a GNVQ is not dependent on achievement of Key Skills. However, the development of Key Skills forms an integral part of the redesigned qualifications. The revised Key Skills are signposted in the vocational units to support Key Skills achievement. Key Skills are separately certificated through the Key Skills qualifications.

The Government has decided that Foundation and Intermediate six-unit GNVQs should be phased out, as successor qualifications are identified. Candidates should no longer be able to register for these qualifications.

DATE OF FIRST TEACHING:
2000

DATE OF FIRST AWARD:
2002

NUMBER OF UNITS/STRUCTURE:
Six units

Each unit clearly sets out the learning the students must cover in order to produce the assessment evidence.

Assessment criteria are used to assess the students' ability to apply their skills, knowledge and understanding in a vocational context. The assessment criteria are written for each unit, replacing the separate generic grading criteria. Units, including the assessment criteria, are written for, and addressed directly to, the students.

ASSESSMENT METHOD:
Assessment is through a combination of internal and external requirements: namely continuously assessed portfolios and short test papers. The exact nature of external assessment varies depending on the subject area, level and unit content.

Complete portfolio units are assessed by means of the unit-specific contextualised grading criteria. Assessors are guided in the use of the criteria by a new section in the units entitled 'Essential Information for Teachers', which suggests teaching strategies, assessment strategies and resources, and includes Key Skills signposting.

GRADING SYSTEM:
The final grade is calculated using a points-based system. Separate points are available for each unit, and these are aggregated to determine an overall grade for the qualification. Grades for Foundation and Intermediate GNVQ remain as Pass, Merit and Distinction.

QUALITY ASSURANCE:
For internal assessment, a standards moderation system designed to ensure that entry grades are in line with national standards has replaced the external verification system.

Normally at least a third of the overall assessment is externally set and marked by the awarding bodies.

VARIANTS:
See also Advanced GNVQs and Part One GNVQs.

Adult Literacy and Adult Numeracy

NQF LEVEL:
Levels 1-2 and Entry Levels 1, 2 and 3

BACKGROUND:
The National Certificates in Adult Literacy and Adult Numeracy at Levels 1 and 2 provide an accreditation route for adults wishing to have their achievements against the National Standards and Core Curricula for Adult Literacy and Adult Numeracy recognised. National Certificates in Adult Literacy and Adult Numeracy are also available at Entry Levels 1, 2 and 3.

Learners had until 31 August 2012 to enrol for these qualifications at Levels 1 and 2 as they reach their operational end date. People who enrolled on these courses by this date will have until 31 August 2014 to complete their qualification, which is the certification end date.

DATE OF FIRST TEACHING:
2001

DATE OF FIRST AWARD:
2001

NUMBER OF UNITS/STRUCTURE:
Each Adult Literacy and Adult Numeracy qualification at Levels 1 and 2 is a one-unit qualification consisting of a test comprising 40 multiple-choice questions each worth one mark. The National Certificate in Literacy lasts one hour and the National Certificate in Adult Numeracy lasts one hour and 15 minutes. At Entry Levels 1, 2 and 3 assessment is dependent on the regime adopted by the Awarding Body, but it is generally through an assignment or task.

ASSESSMENT METHOD:
Externally set and marked test.

EXAMINATION TIMING:
On demand and available in e-assessment format in the case of Levels 1 and 2.

DATE OF RESULT PUBLICATION:
On demand: Results within seven to 10 working days (where e-assessment is used this may be immediate), certification available within 30 working days.

Monthly: as with on demand, but may vary according to awarding body.

PROGRESSION/ARTICULATION:
The Certificates in Adult Literacy and Adult Numeracy at Levels 1 and 2 use the same tests as those for Key Skills in Communication and Application of Number at those levels. Success in the Certificates in Adult Literacy and Adult Numeracy will act as a proxy for the associated Key Skills tests in Communication and Application of Number at the same levels. The Certificate in Adult Literacy test at Levels 1 and 2 also provides assessment of reading as part of ESOL (English for Speakers of Other Languages) qualifications at Levels 1 and 2 accredited from September 2005. Certificates in Adult Literacy and Adult Numeracy are necessary for success in education and training in general, and enhance employment opportunities.

GRADING SYSTEM:
Pass/Fail

ASDAN Certificate in Career Planning

NQF LEVEL:

Levels 1, 2 and 3

BACKGROUND:

The Certificate in Career Planning was developed in line with national guidance on Careers Education. It:

- provided a framework for the development and assessment of student learning in careers education and preparation for working life
- prepared students for the challenge of flexible career paths
- provided clear evidence of delivery of Careers Education and Guidance
- was deliverable either through personal, social and health education/tutorial programmes or alongside other academic and vocational qualifications in a wide range of educational contexts
- contributed to the development of individual Key Skills units.

DATE OF FIRST TEACHING:

2002

DATE OF FIRST AWARD:

2003

DATE OF LAST AWARD:

2012

NUMBER OF UNITS/STRUCTURE:

Three units:

- Self development
- Career exploration
- Career management.

ASSESSMENT METHOD:

Although certification of individual units was available, to gain the full Career Planning qualification, candidates needed to complete all three units.

QUALITY ASSURANCE:

Assessed through a portfolio of evidence: each candidate demonstrated their competence in each unit by presenting a portfolio of evidence which clearly showed their ability to meet the standards. There were externally set questions to check underpinning knowledge and understanding. The portfolio was internally assessed and externally moderated.

CACHE Level 3 Diploma in Childcare and Education

QUALIFICATION ABBREVIATION:

DCE-L3

NQF LEVEL:

Level 3

BACKGROUND:

The DCE-L3 programme prepared candidates to work competently, safely and effectively with children aged 0-7 years 11 months whilst taking into account the fact that children live in families and communities. It also helped candidates working with older children, especially those with special needs, and prepared candidates to work in a wide range of settings with different professionals and volunteers.

DATE OF FIRST TEACHING:

2000

DATE OF FIRST AWARD:

2001

DATE OF LAST AWARD:

2010

PREREQUISITES:

CACHE did not prescribe any formal entry qualifications in order to start a programme of study for the DCE-L3. Candidates were at least 16 years old at the date of registration for the qualification and had an adequate level of general education to cope with the demands of the programme.

NUMBER OF UNITS/STRUCTURE:

The full DCE-L3 12 units:

Units 1, 2 – 120 hours each unit

Units 3, 4, 5, 6 – 90 hours each unit

Units 9, 10 – 30 hours each unit

Unit 12 required approximately 125 days of practical training

An additional 90-hour personal and subject tutorial was recommended.

Excluding Unit 12, each individual unit could stand alone, was individually assessed and could be separately certificated.

ASSESSMENT METHOD:

- Portfolios
- Unit assignments
- Practice evidence records
- Professional development profiles
- An Extended Examination

The whole qualification was achieved through successful completion of all the required units, a Diploma Final Test Examination and satisfactory Professional Development Profiles and Practice Evidence Records.

QUALITY ASSURANCE:

The examinations were externally marked by approved CACHE markers and standardised using common grading criteria. The grade boundaries were set at an award meeting attended by the Chief Examiner and the lead examiners for the qualification.

CACHE External verifiers checked a sample of marked and internally verified assignments.

PROGRESSION/ARTICULATION:

Learners can progress to higher education to study a degree in a related area. They may also progress to the CACHE Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (QCF).

Dependent on the pathway chosen, learners can also progress to the following job roles.

- Pre-school worker
- Pre-school managers
- Crèche assistants and managers
- Practitioner in a children's/family centre
- Practitioner in day nurseries, nursery schools or reception classes in primary schools
- Nanny
- Children's holiday representative
- Residential childcare workers
- Youth workers
- Learning mentors.

CACHE Level 3 Certificate in Children's Care, Learning and Development

QUALIFICATION ABBREVIATION:
CCCLD-L3

NQF LEVEL:
Level 3

BACKGROUND:
The aim of the CCCLD-L3 was to support the NVQ at Level 3 in Children's Care, Learning and Development, and facilitate good practice and high standards for supervisory roles, competently, safely and effectively with children aged 0-16 years.

DATE OF FIRST TEACHING:
2005

DATE OF FIRST AWARD:
2006

DATE OF LAST AWARD:
2014

PREREQUISITES:
Candidates were at least 16 years of age and working on a paid, voluntary or placement basis in the Children's Care, Learning and Development sector. They were also able to show that they had an adequate level of general education to cope with the demands of the programme.

NUMBER OF UNITS/STRUCTURE:
Five units (each consisting of 60 hours)

All units were mandatory. Each unit could stand alone, be individually assessed and separately certificated.

ASSESSMENT METHOD:
Unit 2 was assessed through an MCQ test marked by CACHE.

Units 1 and 3–5 were assessed through unit assignments provided by CACHE and internally marked and moderated.

GRADING SYSTEM:
MCQ Test: Pass/Refer
Unit Assignments: A-E
Overall: A-E

QUALITY ASSURANCE:
Customer Quality Advisers checked a sample of assessment plans, assessor feedback to learners and a sample of marked and internally verified assignments.

PROGRESSION/ARTICULATION:
The CCCLD-L3 provided the underpinning knowledge and skills for the NVQ Level 3 in Children's Care, Learning and Development. Therefore, if the award was achieved alongside the NVQ, thus making part of the Apprenticeship Framework, candidates could consider progression to a related Foundation Degree or other higher level qualification.

CACHE Level 3 NVQ in Children's Care, Learning and Development

QUALIFICATION ABBREVIATION:
CCLD-L3

NQF LEVEL:
Level 3

BACKGROUND:
This qualification was aimed at people who worked in settings or services whose main purpose is Children's Care, Learning and Development.

DATE OF FIRST TEACHING:
2005

DATE OF FIRST AWARD:
2006

DATE OF LAST AWARD:
2014

PREREQUISITES:
Learners were at least 16 years of age with either a Level 2 early years qualification or significant experience in a childcare setting.

NUMBER OF UNITS/STRUCTURE:
The learner was required to complete all five units from Group A plus two units from Group B and two units from Group B or C.

ASSESSMENT METHOD:
Direct observation within the workplace combined with a portfolio of additional evidence such as professional discussions and witness testimonies.

GRADING SYSTEM:
Pass/refer

QUALITY ASSURANCE:
CACHE ensures the quality and integrity of all qualifications, at all levels, through the implementation of external quality assurance processes which audit the Centre's internal quality assurance and assessment procedures within all CACHE approved Centres. Qualifications are also quality assured through external examination as appropriate.

All CACHE approved Centres are required, in accordance with regulatory requirements, to complete internal quality assurance. This is a process of auditing the assessment judgments made by assessors about learners' knowledge and competence to ensure that any judgment made is valid, fair and authentic.

CACHE has a robust approval system that ensures the Centre has the correct resources to undertake delivery of the qualifications at all levels, and that there are procedures implemented that maintain the integrity of the qualifications delivered, in line with CACHE requirements and sector skills councils. It includes:

- the checking of assessor and internal quality assessor competency to deliver the qualification, ie that they are occupationally competent and knowledgeable to deliver the qualification area and level, in accordance with regulatory requirements
- reviewing Centre documents in relation to the internal quality assurance and assessment strategy, ie internal quality assurance plans, evidence of internal quality assurance taking place, evidence of planned and completed assessment of learners and evidence of learner achievement.

This rigorous process is undertaken by the Customer Quality Adviser, Subject Specialist and External Examiner and ensures that the high value of CACHE qualifications are maintained, which CACHE view as crucial.

External quality assurance audits are undertaken regularly in response to the Centres' ability to deliver and maintain integrity of the qualification effectively. These may be more frequent in some cases where it is identified that a Centre

needs extra support in order to achieve good practice in their organisation.

PROGRESSION/ARTICULATION:

Learners could progress to higher education to study a degree in a related area. They could also progress to the CACHE Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (QCF)

Dependent on the pathway chosen, learners could also progress to the following job roles.

- Pre-school worker
- Pre-school managers
- Crèche assistants and managers
- Practitioner in a children's/family centre
- Practitioner in day nurseries, nursery schools or reception classes in primary schools
- Nanny
- Children's holiday representative
- Residential childcare workers
- Youth workers
- Learning mentors.

CACHE Level 4 NVQ in Children's Care, Learning and Development

QUALIFICATION ABBREVIATION:

CCLD-L4

NQF LEVEL:

Level 4

BACKGROUND:

The aim of the CCLD-L4 was to provide a National Vocational Qualification for candidates who worked or wished to work with children aged 0-16 years. The award helped to recognise learners' specialist learning and helped develop their career.

DATE OF FIRST TEACHING:

2005

DATE OF FIRST AWARD:

2006

DATE OF LAST AWARD:

2014

PREREQUISITES:

It was expected that learners would be working in settings or services at a senior level in face-to-face roles with children, young people and families. Learners were also at least 18 years of age.

NUMBER OF UNITS/STRUCTURE:

The qualification was made up of four mandatory units and five optional units. All nine units had to be finished in order to gain the qualification.

ASSESSMENT METHOD:

Approved assessors visited candidates' workplaces to assess their work. Candidates met their assessor on a regular basis.

GRADING SYSTEM:

Pass/Refer

QUALITY ASSURANCE:

See CACHE Level 3 NVQ in Children's Care, Learning and Development (page 177).

PROGRESSION/ARTICULATION:

The qualification allowed candidates to go on and take a higher level qualification such as a Foundation Degree. The qualification could also be used to work as a child-minding network coordinator or a centre/playgroup/nursery manager.

CACHE Level 3 Diploma in Early Years Care and Education (Welsh Medium)

QUALIFICATION ABBREVIATION:

W-DEYCE-L3

NQF LEVEL:

Level 3

BACKGROUND:

This W-DEYCE-L3 was offered in the medium of Welsh or bilingually. It was designed for group leaders or those with some experience in Children's Care, Learning and Development. It facilitated good practice and high standards with Cylchoedd Meithrin and all other pre-school provision. It was useful for workers across a range of early years settings in a Welsh context as it contained an emphasis on Welsh initiatives and culture.

DATE OF FIRST TEACHING:

2000

DATE OF FIRST AWARD:

2002

DATE OF LAST AWARD:

2013

PREREQUISITES:

CACHE did not prescribe any formal requirements in order to start a programme of study for the W-DEYCE-L3. Candidates were at least 16 years of age at the date of registration for the award and able to show that they had an adequate level of general education to cope with the demands of the programme and have some day-to-day contact with children in a group setting.

NUMBER OF UNITS/STRUCTURE:

Four mandatory units (three of 60 hours and one of 30 hours).

Each unit could stand alone, be individually assessed and separately certificated.

ASSESSMENT METHOD:

Unit assignments: Unit 2 was externally assessed by CACHE. All other units were marked and internally moderated within the centres.

GRADING SYSTEM:

A – E

QUALITY ASSURANCE:

The assignment for one unit for every candidate was externally marked by CACHE and standardised using common grading criteria.

Customer Quality Advisers checked a sample of assessment plans, assessor feedback to learners and a sample of marked and internally verified assignments.

PROGRESSION/ARTICULATION:

Level 3 provided the underpinning knowledge and skills for the NVQ Level 3 in Children's Care, Learning and Development. Therefore, if the award was achieved alongside the NVQ, thus making part of the Apprenticeship

Framework, candidates could consider progression to a related Foundation Degree or other higher level qualification. They could also progress to the CACHE Level 3 Extended Diploma for the Children and Young People's Workforce (QCF) and the CACHE Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (QCF).

Dependent on the pathway chosen, learners could also progress to the following job roles.

- Pre-school worker
- Pre-school managers
- Crèche assistants and managers
- Practitioner in a children's/family centre
- Practitioner in day nurseries, nursery schools or reception classes in primary schools
- Nanny
- Children's holiday representatives
- Residential childcare workers
- Youth workers
- Learning mentors.

CACHE Level 3 NVQ in Health and Social Care

QUALIFICATION ABBREVIATION:
HSC-L3

NQF LEVEL:
Level 3

BACKGROUND:
The aim of the HSC-L3 was to provide a mixture of units in Care, Early Years and Management for people working with children and young people up to 18 years old.

DATE OF FIRST TEACHING:
2005

DATE OF FIRST AWARD:
2006

DATE OF LAST AWARD:
2013

PREREQUISITES:
CACHE did not prescribe any formal requirements in order to study the HSC-L3. Candidates were at least 16 years of age, showed an adequate level of general education to cope with the programme and either had experience of day or domiciliary care settings or were registered as a foster carer.

NUMBER OF UNITS/STRUCTURE:
The qualification was made up of four mandatory units and four optional units. All eight units had to be finished in order to gain the qualification.

ASSESSMENT METHOD:
Approved assessors visited each candidate in their workplace to assess their practical competence, knowledge and understanding. Each candidate submitted a portfolio to show their competence in all areas of the qualification.

GRADING SYSTEM:
Pass

QUALITY ASSURANCE:
See CACHE Level 3 NVQ in Children's Care, Learning and Development (page 177).

PROGRESSION/ARTICULATION:
Learners could join the social care workforce working in domiciliary care or in residential care homes, progress to Level 5 QCF qualifications for management or senior practitioner roles in health and social care, or to specialist qualifications reflecting the context in which they work.

CACHE Level 3 NVQ in Health and Social Care (Adults)

QUALIFICATION ABBREVIATION:
HSC(Adults)-L3

NQF LEVEL:
Level 3

BACKGROUND:
The HSC-L3 was designed for workers delivering care and support, often without direct supervision or those working on their own in health and social care settings.

DATE OF FIRST TEACHING:
2009

DATE OF FIRST AWARD:
2010

DATE OF LAST AWARD:
2013

PREREQUISITES:
CACHE did not prescribe any formal requirements in order to study the HSC-L3. Candidates were at least 16 years of age and showed an adequate level of general education to cope with the programme.

NUMBER OF UNITS/STRUCTURE:
The qualification was made up of four mandatory units and four optional units. All eight units had to be finished in order to gain the qualification.

ASSESSMENT METHOD:
Approved assessors visited each candidate in their workplace to assess their practical competence, knowledge and understanding. Each candidate submitted a portfolio to show their competence in all areas of the qualification.

GRADING SYSTEM:
Pass

QUALITY ASSURANCE:
See CACHE Level 3 NVQ in Children's Care, Learning and Development (page 177).

PROGRESSION/ARTICULATION:
It was anticipated that learners progress to jobs in Health and Social Care such as Senior Care Worker and Home Care Organiser.

CACHE Level 3 Diploma in Playgroup Practice in Wales

QUALIFICATION ABBREVIATION:
DPPW-L3

NQF LEVEL:
Level 3

BACKGROUND:
The DPPW-L3 was offered in the medium of English and was specifically designed for work in playgroups in Wales, for group leaders or those with some experience in

Children's Care, Learning and Development, to facilitate good practice and high standards within pre-school provision in Wales. The qualification supported the Welsh heritage and culture of Wales, the Curriculum Cymreig and the Desirable Outcomes for Children's Learning before compulsory school age, with appropriate references to Personal and Social Education for Wales.

DATE OF FIRST TEACHING:
2001

DATE OF FIRST AWARD:
2003

DATE OF LAST AWARD:
2013

PREREQUISITES:
CACHE did not prescribe any formal entry qualifications in order to start a programme of study for the DPPW-L3, but candidates were at least 16 years of age at the date of registration. Candidates' literacy and numeracy was expected to be at GCSE level or equivalent.

NUMBER OF UNITS/STRUCTURE:
Three mandatory units of 60 hours.

Each unit could stand alone, be individually assessed and separately certificated.

ASSESSMENT METHOD:
Unit assignments: Unit 1 was externally assessed by CACHE. All other units were marked and internally moderated within the centres.

GRADING SYSTEM:
A – E

QUALITY ASSURANCE:
The assignment for one unit for every candidate was externally marked by CACHE and standardised using common grading criteria. The grade boundaries were set at award meetings attended by the Chief Examiner and the Principal Examiners for the award. Scripts from previous years were kept to ensure standards were maintained year-on-year.

Customer Quality Advisers checked a sample of assessment plans, assessor feedback to learners and a sample of marked and internally verified assignments.

PROGRESSION/ARTICULATION:
Most learners went on to become playgroup assistant supervisors or managers. Candidates also progressed to higher level qualifications as appropriate, for example a Foundation Degree.

CACHE Level 3 Diploma in Playwork

QUALIFICATION ABBREVIATION:
DP-L3

NQF LEVEL:
Level 3

BACKGROUND:
The aims of the DP-L3 were to explore different techniques of observation as well as extend the candidate's theoretical skills enabling them to manage play settings.

DATE OF FIRST TEACHING:
2006

DATE OF FIRST AWARD:
2007

DATE OF LAST AWARD:
2013

PREREQUISITES:
CACHE did not prescribe any formal entry qualifications in order to start a programme of study for the DP-L3, however learners were at least 16 years old at the date of registration. CACHE recommended that learners should have a related study of a course at Level 2, an adequate level of general education to cope with the demands of the programme, a minimum of 50 hours of experience in a playwork setting and day-to-day contact with children in a playwork setting.

NUMBER OF UNITS/STRUCTURE:
Six mandatory units of 60 recommended learning hours.

ASSESSMENT METHOD:
Unit assignments: Unit 1 was an MCQ Test marked by CACHE. All other units were assessed by internally marked unit assignments.

GRADING SYSTEM:
MCQ Test: Pass/Refer
Unit 2-5: A-E
Overall: A-E

QUALITY ASSURANCE:
Customer Quality Advisers checked a sample of marked and internally verified assignments.

PROGRESSION/ARTICULATION:
This diploma enabled learners to progress towards a Foundation Degree in Playwork or BA Honours in Playwork.

CACHE Level 3 NVQ in Playwork

QUALIFICATION ABBREVIATION:
NVQP-L3

NQF LEVEL:
Level 3

BACKGROUND:
This qualification was aimed at playworkers who were supervising other members of staff within playwork settings.

DATE OF FIRST TEACHING:
2008

DATE OF FIRST AWARD:
2009

DATE OF LAST AWARD:
2014

PREREQUISITES:
Learners were at least 16 years old with either a Level 2 playwork qualification or significant experience in a playwork setting.

NUMBER OF UNITS/STRUCTURE:
Learners had to complete all 5 units from Group A plus four units from Group B.

ASSESSMENT METHOD:
Portfolio of evidence

GRADING SYSTEM:
Pass/refer

QUALITY ASSURANCE:
See CACHE Level 3 NVQ in Children's Care, Learning and Development (page 177).

PROGRESSION/ARTICULATION

On completing this qualification, learners could work in roles such as:

- Playworker
- Worker in a holiday club
- Playwork development officer
- Adventure centre supervisor
- Hospital playworker
- Manager of any playwork provisions.

Learners could also progress to a Foundation Degree.

CACHE Level 3 Certificate of Professional Development in Work with Children and Young People

QUALIFICATION ABBREVIATION:

CPD-L3

NQF LEVEL:

Level 3

BACKGROUND:

The CPD aimed to provide opportunities for candidates to develop specialist knowledge; extend specialist knowledge; progress to more senior roles in their selected area; combine units to achieve a qualification that may allow transfer to related areas; and gain national standardised underpinning knowledge to progress to higher level qualifications.

DATE OF FIRST TEACHING:

2000

DATE OF FIRST AWARD:

2001

DATE OF LAST AWARD:

2013

PREREQUISITES:

It was expected that learners would already have a Children's Care, Learning and Development qualification or equivalent at Level 3 that included evidence of underpinning knowledge and understanding in the areas of child development and education.

NUMBER OF UNITS/STRUCTURE:

One mandatory unit and two optional units, all 70 hours (choice from 19 optional units). Units were free-standing and can be separately certificated.

ASSESSMENT METHOD:

Unit assignments: Unit 1 was externally assessed by CACHE. All other units were marked and internally moderated within the centres.

GRADING SYSTEM:

Pass/Merit/Distinction

QUALITY ASSURANCE:

The assignment for one unit for every candidate was externally assessed by CACHE and standardised using common grading criteria. The grade boundaries were set at award meetings attended by the Chief Examiner and the Principal Examiners for the award. Scripts from previous years were kept to ensure standards were maintained year-on-year.

Customer Quality Advisers checked a sample of marked and internally verified assignments.

PROGRESSION/ARTICULATION:

The award assisted those who were experienced/qualified in the area to specialise and/or progress/transfer into related/regulatory areas or higher levels of education or training.

CACHE Level 3 NVQ in Supporting Teaching and Learning in Schools

QUALIFICATION ABBREVIATION:

NVQSTLS-L3

NQF LEVEL:

Level 3

BACKGROUND:

This qualification was aimed at people whose working role called for knowledge and understanding and skills in planning and supporting teaching and learning in schools or those wanting to work in this area.

DATE OF FIRST TEACHING:

2008

DATE OF FIRST AWARD:

2009

DATE OF LAST AWARD:

2014

PREREQUISITES:

Learners were at least 16 years of age.

NUMBER OF UNITS/STRUCTURE:

Learners had to complete all six units in Group 1, plus four units from Groups A – E (10 units in total). No more than two units could be taken from Group E (B5 and B6 leadership units could not both be taken).

ASSESSMENT METHOD:

Direct observation within the workplace combined with a portfolio of additional evidence such as professional discussion and witness testimonies.

GRADING SYSTEM:

Pass/refer

QUALITY ASSURANCE:

See CACHE Level 3 NVQ in Children's Care, Learning and Development (page 177).

PROGRESSION/ARTICULATION:

Most learners sought employment in the school's workforce but some progressed to a relevant Foundation Degree.

CACHE Level 3 Certificate for Teaching Assistants

QUALIFICATION ABBREVIATION:

CTA-L3

NQF LEVEL:

Level 3

BACKGROUND:

The aim of the CTA-L3 was to support the NVQ at Level 3 for Teaching Assistants, facilitate good practice and high standards in the role of Teaching Assistants, and increase skills and knowledge.

DATE OF FIRST TEACHING:

2001

DATE OF FIRST AWARD

2002

DATE OF LAST AWARD:

2011

PREREQUISITES:

CACHE did not prescribe any formal requirements in order to start a programme of study for the CTA-L3. Candidates were at least 16 years of age at the date of registration for the qualification, had an adequate level of general education to cope with the demands of the programme and were working in a school at a Key Stage, on either a paid, voluntary or placement basis.

NUMBER OF UNITS/STRUCTURE:

One mandatory unit of 60 hours and one optional unit of 60 hours (choice of two options). Units could be stand-alone, individually assessed and separately certificated.

ASSESSMENT METHOD:

Units assignments: Unit 1 was marked and internally moderated within the centres. Unit 2 was externally assessed by CACHE.

GRADING SYSTEM:

A – E

QUALITY ASSURANCE:

The assignment for one unit for every candidate was externally marked by CACHE and standardised using common grading criteria. The grade boundaries are set at an award meeting attended by the Chief Examiner and the Principal Examiners for the award. Scripts from previous years were kept to ensure standards were maintained year-on-year.

DATE OF FIRST TEACHING:

Customer Quality Advisers checked a sample of assessment plans, assessor feedback to learners and a sample of marked and internally verified assignments.

PROGRESSION/ARTICULATION:

Most learners sought employment in the schools' workforce but some progressed to a relevant foundation degree.

City & Guilds Full Technological Certificate

QUALIFICATION ABBREVIATION:

FTC

NQF LEVEL:

Level 5

BACKGROUND:

The definition of Level 5 is competence that involves the application of skills and a significant range of fundamental principles across a wide and often unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of substantial resources featured strongly, as did personal accountabilities for analysis and diagnosis, design, planning, execution and evaluation.

The Full Technological Certificate has been replaced by the Full Technological Diploma.

Senior Awards

City & Guilds' Senior Awards (Levels 4 to 8) were specifically designed to provide an employment-based route to higher level qualifications. They provided formal recognition of professional and technical achievements in the public services, industry and commerce.

Senior Awards were not appropriate for accreditation on the NQF, so City & Guilds has allocated the nearest comparable level on the NQF.

Fellowship (FCGI)

The highest award conferred by City & Guilds. It recognised outstanding professional achievement in demanding appointments.

Membership (MCGI)

At the level comparable to a master's degree, professional or senior managerial status.

Graduateship (GCGI)/Associateship (ACGI)

At the level comparable to a first degree. The ACGI was a parallel award exclusively for students of the City & Guilds College, who had graduated with an engineering or computing degree of the Imperial College of Science, Technology and Medicine.

Licentiatehip (LCGI)

At the level comparable to HNC or the first level of a degree programme, and at a supervisory management level.

ifs Certificate in Financial Services Practice

QUALIFICATION ABBREVIATION:

CFSP

NQF LEVEL:

Level 3

BACKGROUND:

The Certificate in Financial Services Practice (CFSP) was designed to:

- improve students' knowledge of the financial services industry
- develop financial literacy and business awareness
- help those working in a customer services environment provide a better service to their customers

The CFSP has also been designed to cover many of the knowledge and understanding requirements of the Providing Financial Services (Banks and Building Societies) NVQs, particularly at levels 2 and 3.

The aims of the CFSP are to:

- provide an up-to-date body of knowledge of the UK financial services sector, which can serve as a basis for further study and development
- provide an introduction to organisational systems and processes both generally and within the financial services sector
- encourage an understanding of an individual's role as part of an organisation within the financial services sector
- provide an opportunity for the individual to experience a variety of differing aspects of the financial services industry, and thus be in a position to make informed decisions
- develop an awareness and understanding of the ways in which regulation and legislation impact on, and

are relevant to, the individual's organisation and the financial services industry in general

- engender an awareness of the need for, and the value of, effective customer service in the financial services sector.

DATE OF LAST AWARD:
2004

ASSESSMENT METHOD:

To complete the qualification, candidates must pass five subjects – three core subjects and two option subjects. The core subjects are designed to give students a broad understanding of the financial services environment, while the option subjects allow students to develop specialist knowledge.

The CFSP can be studied as a self-study course or students may receive tuition at an appointed centre. Each subject is supported by a self-study text. Each subject requires approximately 40 hours of study time, which, for the whole qualification, equates to approximately 200 hours of study. The subjects are assessed by two-hour multiple-choice examinations.

GRADING SYSTEM:

The *ifs* Certificate in Financial Services Practice was allocated UCAS Tariff points as follows:

Grade	UCAS Tariff points
Pass	60

For more information about the UCAS Tariff, please see Appendix B.

VARIANTS:

ifs provides a wide range of qualifications to suit the needs of the financial services industry.

- Diploma in Financial Services Management (DFSM)
- Diploma in Mortgage Lending (DML)
- Diploma in Trust and Estate Practice (DTEP)
- Certificate in Mortgage Advice and Practice (CeMAP)
- Certificate for Financial Advisers (CeFA)
- Certified Documentary Credit Specialist (CDCS)
- Contact Centre Professional (CCP)
- The Certificate and Diploma in English for Banking and Finance (CEBF/DEBF).

Further information about *ifs* qualifications is available from *ifs* University College.

NCSC National Christian Schools' Certificate

QUALIFICATION ABBREVIATION:
NCSC

BACKGROUND:

The NCSC provides qualifications for pupils who use the Accelerated Christian Education (ACE) programme. A relatively small number of pupils gain these qualifications annually, mainly from small independent faith-based schools. A growing number of pupils educated at home have opted for the NCSC Certificate programme. NCSC Level 3 is recognised by many universities for undergraduate entry.

Since September 2004, the NCSC has been replaced by the International Certificate of Christian Education (ICCE). The curriculum content and standard have been enhanced by the addition of coursework. The designation of

certificates has changed (see separate ICCE entry). NCSC qualifications remain valid in the UK.

DATE OF FIRST AWARD:
1994

PREREQUISITES:

A recommended minimum of two years on the full ACE programme.

NUMBER OF UNITS/STRUCTURE:

NCSC Level 1 = 16 units
NCSC Level 2 = 23 units
NCSC Level 3 = 30 units
NCSC Honours Certificate = 35 units

ASSESSMENT METHOD:

By unit tests, essays and externally moderated assessments (80% internal, 20% external).

EXAMINATION TIMING:

Throughout the year.

DATE OF RESULT PUBLICATION:

Throughout the year.

GRADING SYSTEM:

A 100%–96%
B 95%–92%
C 91%–88%
D 87%–84%
E 83%–80%
Fail below 80%

QUALITY ASSURANCE:

All unit tests were moderated by external moderators. Schools were vetted by an annual assessment visit. Home educated pupils receive home visits and are required to submit all tests annually.

PROGRESSION/ARTICULATION:

Pupils completed all levels of the certification programme over a period of approximately five years. Pupils had to complete the lower certificates before proceeding to the next.

OCR Asset Languages

NQF LEVEL:

Entry Level, Level 1, Level 2, Level 3

BACKGROUND:

OCR Asset Languages was an assessment scheme designed to support the Department for Education's National Languages Strategy by providing recognition of language proficiency. Attainment was measured against the Languages Ladder, which is a multi-stage learning programme that uses 'can do' statements to describe the typical behaviour of language learners at each stage. The scheme is designed as a measure of proficiency and thus is not associated with any particular programme of study. The qualifications provided candidates with the opportunity to demonstrate competence in one or more of the four skills (listening, speaking, reading, writing) and were available in the following languages: Arabic, Bengali, Chinese (Mandarin and Cantonese), Cornish, French, German, Modern Greek, Gujarati, Hindi, Irish, Italian, Japanese, Panjabi, Polish, Portuguese, Russian, Somali, Spanish, Swedish, Tamil, Turkish, Urdu, Welsh and Yoruba.

DATE OF FIRST TEACHING:

2004 (Entry Level, Levels 1 and 2)
2005 (Level 3)

DATE OF FIRST AWARD:

2005 (Entry Level, Levels 1 and 2)
2006 (Level 3)

DATE OF LAST AWARD:

2013

PREREQUISITES:

There were no formal entry requirements for these qualifications. For Levels 1–3 candidates should normally have attained the level represented by achievement of a qualification below the level for which they were entered. These qualifications could be studied as part of lifelong learning for many reasons, both recreational and/or vocational. They served as an end in themselves for candidates who wished to develop their use of language or used as a basis for progression up the Languages Ladder.

NUMBER OF UNITS/STRUCTURE:

Each qualification comprised one unit, each assessing a single skill.

ASSESSMENT METHOD:

Listening, reading and writing were externally assessed. Speaking was internally assessed and between 70% (Entry Level) through 60% (Level 1 and Level 2) and 100% (Level 3) was externally moderated.

EXAMINATION TIMING:

There are four testing series during the academic year and each series is designed to give maximum flexibility with regard to timetabling of tests for Entry Level to Level 3.

DATE OF RESULT PUBLICATION:

January, April, June and August depending on the series entered.

GRADING SYSTEM:

Each qualification is awarded in the following way:

Entry level = Breakthrough grades 1–3
Level 1 = Preliminary grades 4–6
Level 2 = Intermediate grades 7–9
Level 3 = Advanced grades 10–12

Asset Languages Advanced Stage are allocated UCAS Tariff points as follows:

	UCAS Tariff points		
	Grade 12	Grade 11	Grade 10
Speaking	28	20	12
Listening	25	18	11
Reading	25	18	11
Writing	25	18	11

For more information about the UCAS Tariff, please see Appendix B.

QUALITY ASSURANCE:

Listening, reading and writing are externally assessed and speaking is internally assessed and externally moderated

by OCR to ensure accuracy and consistency of centre marking. The assessment methodology for listening and reading up to level 3 is based on an item-banking approach and is designed to provide a rigorous basis for comparison across languages and levels. It relies on item data analysis to ensure that papers are statistically comparable. Speaking and writing are assessed on a criteria-based approach and training in the standards is provided for teachers as well as for examiners and moderators.

OCR Level 3 Certificate for Young Enterprise

QCF LEVEL:

Level 3

DATE OF LAST AWARD:

2013

BACKGROUND:

This qualification was accredited onto the Qualifications and Credit Framework (QCF) at Levels Entry, 1, 2 and 3. The qualification was developed by OCR in partnership with Young Enterprise and aimed to recognise candidates' skills, knowledge and understanding of enterprise activities. It was designed to accredit candidates' achievements and participation in the Young Enterprise Company Programme. The qualification aimed to:

- develop candidates' knowledge of the enterprise environment through practical experiences
- develop candidates' understanding of the factors affecting the success of a business enterprise
- develop candidates' appreciation of economic concepts in a business context
- encourage candidates' development of practical skills that would be of benefit in the workplace
- develop candidates' understanding of the responsibilities of the individual in contributing to a team activity.

GRADING SYSTEM:

The qualification was graded Pass, Merit and Distinction.

The Certificate for Young Enterprise has been allocated UCAS Tariff points as follows:

Grade	UCAS Tariff points
Distinction	40
Merit	30
Pass	20

For more information about the UCAS Tariff, please see Appendix B.

Other Entry Routes to Higher Education

Accreditation of Prior Learning (APL)

APL is the overall term widely used for the recognition of, and award of, academic credit on the basis of demonstrated learning that has occurred at some time in the past. This learning may have come about as the result of a course, or self-directed study, or as the result of experience either at work or in leisure pursuits. It is used in FE, adult education and HE for the purpose of:

- entry into a course or programme
- advanced standing on a course or programme
- credit against some of the outcomes of a course or programme that will count towards an award.

Prior learning capable of assessment and accreditation may take the form of:

- uncertificated or experiential learning (APEL or Accreditation of Prior Experiential Learning)
- certificated learning (which is the form of prior learning most usually identified as APL, and also called APCL, or Accreditation of Prior Certificated Learning. It can also be termed RPL, or Recognition of Prior, or Previous, Learning).

The main underpinning principle of APL is that credit is given for evidence of learning, not for experience alone. The resulting credit is notionally of the same value within an award as that gained through a taught programme. Arrangements for APL will vary from institution to institution. Full details of the process will be found within institutions' own guidelines, regulations and quality assurance frameworks.

Learners wishing to use APL to access HE will need to:

- identify a potential programme/award
- match previous learning against the requirements stipulated by the institution
- provide evidence of that learning – either in writing or some other tangible form, and/or through an interview.

The institution, meanwhile, will need to:

- ensure that the background information about the course is accurate and clearly expressed so that it is possible for applicants to see how they might match prior learning to its outcome
- have people available who can advise candidates in the process of identifying prior learning and submitting evidence
- provide assessors who can quantify the demonstrated learning within the context of the programme/award that the candidate is seeking to access
- satisfy itself that the evidence offered by the applicant is sufficient, authentic, current and valid in relation to the relevant learning outcomes, taking into account the level and volume of credit sought.

If both sets of actions are successfully implemented, it is then possible for individual learners to negotiate the 'terms and conditions' that will enable them to study for the rest of the award against which their prior learning has already been recognised.

Some HEPs offer taught or online modules to facilitate the APL process described above.

Learners wishing to take advantage of APL may do so on the basis of many forms of learning:

- Experiential learning acquired in paid work
- Experiential learning acquired in unpaid or voluntary work
- Experiential learning acquired from leisure activities
- Uncertificated learning from self-directed study
- Certificated learning from abroad
- Certificated learning from other UK educational institutions
- Certificated work-based learning.

Within the sphere of further and adult education, learners may use their prior learning for:

- entry into vocational programmes
- entry with advanced standing onto some longer courses (for example, direct entry into the second year of HE programmes delivered in an FE college, such as a foundation degree, HND, etc)
- credit towards academic, vocational, occupational and competence-based qualifications
- entry into Access to Higher Education provision.

Within HE, prior learning may be used, upon assessment by the receiving institution, for:

- entry into the institution
- direct entry into a second or subsequent year of a programme
- advanced standing with credit towards a target award (for example, the award of credit against specified modules within a programme, which do not necessarily amount to the equivalent of a whole year).

Credit for Higher and Further Education Qualifications

WHAT IS CREDIT?

Credit is a tool for assessing and expressing learning achievement and equivalence. It plays an important role in rewarding the incremental progress of learners, facilitating student transfer and recognising prior learning, and it contributes to the definition of academic standards. The QAA document 'Academic Credit in Higher Education in England', written to accompany the Burgess proposals for a national credit framework in England, should be used as a reference for further understanding of the definitions and issues discussed here. The fundamental principle is that credit is awarded *only* for evidence of learning achievement. Two parameters are used to reflect the learning achievement: credit value and credit level.

¹ The Final Report of the Burgess Group on credit in England (2006) proposed that, "by the start of the academic year 2009/10, English HEPs should have credit-rated their main provision and thereafter include the credit value in a published description of each of the programmes they offer".

CREDIT VALUE

The first parameter, credit value, is the number of credits which represents the amount of learning needed to achieve a set of learning outcomes. The number of credits is derived from an estimate of the notional learning time involved. This is defined as the total amount of time which, on average, it is expected that a learner will undertake to achieve a set of designated learning outcomes. Generally, in UK-based HEPs, the credit to learning time ratio is normally 1 credit: 10 notional hours of study. In the FE and adult learning sectors, Access to HE courses, validated by QAA-licensed regional Authorised Validating Agencies (AVAs), operate on the same basis of 1 credit: 10 hours. Before August 2005 a tariff of 1 credit: 30 notional hours was used in this sector.

CREDIT LEVEL

The second parameter is the credit level, which is an indicator of the relative academic demand on the learner in undertaking the study. Successively higher levels reflect increasing demand on the learner in terms of complexity, intellectual rigour and autonomy of learning.

Credit levels are related to but are different from qualification levels, which indicate the principal outcomes that a student should be able to demonstrate following completion of awards at the designated level. The credit levels are placed within a series of levels based upon upward progression. The following outline level descriptors are becoming increasingly widely used.

- Entry: Employ recall and demonstrate elementary comprehension in a narrow range of areas.
- Level 1: Employ a narrow range of applied knowledge, skills and basic comprehension within a limited range of predictable and structured contexts.
- Level 2: Apply knowledge with underpinning comprehension in a number of areas and employ a range of skills within a number of contexts, some of which may be routine.
- Level 3: Apply knowledge and skills in a range of complex activities demonstrating comprehension of relevant theories. Access and analyse information independently and make reasoned judgements, selecting from a wide choice of procedures in familiar and unfamiliar contexts.
- Level 4: Develop a rigorous approach to the acquisition of a broad knowledge base. Employ a range of specialised skills and evaluate information using it to plan and develop investigative strategies. Determine solutions to unpredictable problems.
- Level 5: Generate ideas through the analysis of concepts at an abstract level with a command of specialised skills and the formulation of responses to well-defined and abstract problems.
- Level 6: Critically review, consolidate and extend a systematic and coherent body of knowledge. Critically evaluate new concepts and evidence from a range of sources. Transfer and apply diagnostic and creative skills and exercise significant judgement in a range of situations.
- Level 7: Display mastery of a complex and specialised area of knowledge and skills, employing advanced skills to conduct research or advanced technical or professional activity.

- Level 8: Make a significant and original contribution to a specialised field of enquiry demonstrating a command of methodological issues and engaging in critical dialogue with peers.

This series of nine levels spans the FE/HE sectors in England, Wales and Northern Ireland. Courses leading to the award of the bachelor degree with honours normally start at level 4 and culminate at level 6. NOCN uses an equivalent set of descriptors for Entry level and levels 1 to 3, with some regional OCNs using levels 4 and 5.

THE AWARD OF CREDIT

Credit is awarded for the assessed achievement of learning outcomes. These are statements of what the student will know, understand or be able to do, on successful completion of the learning experience. Each module (HE) or unit of assessment (FE) has a coherent set of formally identified learning outcomes. Normally, in order to earn credit for the module, the student should satisfy the assessment criteria for all (or, in HE, the majority) of the designated learning outcomes for the module or unit. The module/unit is the smallest entity for which credit may be awarded. The number of credits awarded for successful completion of the module is the credit value of the module. The credit value therefore defines the nominal size of the module and reflects the estimated notional learning hours. Thus all units, modules, programmes and qualifications can be specified in terms of a credit value and credit level(s).

CREDITS AND QUALIFICATIONS

The QCF is a framework for recognising and accrediting qualifications in England, Wales and Northern Ireland. The framework was at the heart of a major reform of the vocational qualifications system designed to make the whole system simpler to understand and use and more inclusive. The intention was to make both the system and the qualifications offered more relevant to the needs of employers and more flexible and accessible for learners.

The QCF awards credit for qualifications and units (small steps of learning) and enables people to gain qualifications at their own pace along flexible routes.

Learners may achieve credit-based or other programmes that constitute acceptable evidence of their readiness to commence an HE programme, or evidence of supplementary achievement in addition to their main qualification. Access to HE credits are recorded on transcripts/certificates provided by the AVA.

The following table offers some guidance as to the equivalences between levels and qualifications at FE levels.

Level 3	NVQ 3	AVCE	GCE A level
Level 2	NVQ 2	Intermediate GNVQ	GCSE A*-C
Level 1	NVQ 1	Foundation GNVQ	GCSE D-G
Entry level			

It is important to remember that not all UK HEPs use credit systems. The table below, however, sets out the recommended minimum credit values of undergraduate and associated qualifications offered by institutions in England, Wales and Northern Ireland. The second column indicates the qualification level for each qualification.

QUALIFICATION	FRAMEWORK FOR HIGHER EDUCATION QUALIFICATIONS (FHEQ) LEVEL	MINIMUM OVERALL CREDITS	RANGE OF LEVELS/ NUMBER OF CREDITS AT HIGHEST LEVEL	MAXIMUM CREDITS AT LOWEST LEVEL
Honours degree	6	360 credits	Levels (3), 4, 5, 6 min 90 credits at Level 6	30 credits at Level 3
Ordinary degree	6	300 credits	Levels (3), 4, 5, 6 min 60 credits at Level 6	30 credits at Level 3
Foundation degree	5	240 credits	Levels (3), 4, 5 min 90 credits at Level 5	30 credits at Level 3
Diploma HE	5	240 credits	Levels (3), 4, 5 min 90 credits at Level 5	30 credits at Level 3
HND	5	240 credits	Levels (3), 4, 5 min 90 credits at Level 5	30 credits at Level 3
HNC	4	150 credits	Levels (3), 4, 5 min 30 credits at Level 5	30 credits at Level 3
Certificate HE	4	120 credits	Levels (3), 4 min 90 credits at Level 4	30 credits at Level 3

The Open University

The Open University (OU) is the world's leading open and distance learning university. Established by Royal Charter in 1969, it has become Britain's largest higher education institution. The OU began teaching undergraduates in 1971. In its first year, OU had 20,000 students. In 2012, more than 205,000 people studied with OU, including over 13,000 students studying directly with the University overseas. It offers a wide range of undergraduate and postgraduate certificates, diplomas and degrees. Most qualifications are made up by combining free-standing courses.

OU students study part-time from home, work or wherever they choose. They have a personal tutor to answer questions and provide study support, including feedback and assessment of regular pieces of written work. Many modules also include optional group tutorials, usually on weekday evenings or Saturdays.

There are two main routes to an undergraduate degree. Students can choose from the full range of undergraduate modules to obtain a BA or BSc tailored to meet their own requirements. Alternatively, they can choose from more than 40 honours degrees in different named subjects, including computing, humanities, the natural sciences, psychology and social sciences. Students need a minimum of 300 credits for a degree without honours and 360 for a degree with honours. Most students do no more than 60 points' worth of modules a year and take at least six years to complete their degrees. Some, however, study at 120 points a year, which is the equivalent of full-time.

There are no selection procedures and no entry requirements for most undergraduate-level modules and qualifications. Most students find it sensible to start with either an Access module or a Level 4 (HE Level 1) module. Access modules have been specially designed to help students find out what it's like to study with the OU, get a taste for the subjects offered, develop their study skills and build their confidence, before committing themselves to full undergraduate study at HE Level 1. They have two start dates per year – October and February – and they are studied over a period of 30 weeks.

As well as introducing particular subject areas, the 30- or 60- point Level 4 (HE Level 1) modules develop the skills necessary to progress to higher levels. They provide extra support, such as more frequent optional tutorials, to help students to get used to the OU way of studying as quickly and efficiently as possible. Tutorials give opportunities to meet a tutor and other students. Once students are

familiar with OU teaching methods and develop their learning skills, they should be very well prepared for further degree-level study, whatever their educational background.

OU has paid special attention to its Level 4 (HE Level 1) modules to make sure that they are accessible to a wide variety of entrants, whether they already have knowledge of the subject area or not. The credits acquired contribute towards the degree. Level 4 (HE Level 1) modules are not preparatory to degree-level study, they are part of it. Some modules at Level 4 (HE Level 1) offer a certificate if completed successfully.

Most undergraduate modules start in February or October and run continuously for about nine months, with an examination (if the module has one) in October.

What is included in an individual module depends largely on the subject and on how it is taught. Most modules provide several of the following:

- Specially written textbooks, workbooks and other printed materials
- Online Virtual Learning Environments and e-learning tools
- Equipment lent out for practical work – particularly for science and technology courses
- Audio and video recordings.

In most OU modules, academic performance is measured by continuous assessment and written examinations or examined project work. Continuous assessment measures performance in assignments throughout the module; these may be pieces of written work marked by the tutor, or multiple-choice questions marked by a computer. Marks are combined with those awarded for any examined or project work at the end of the module to calculate a student's final result. Assessment in the OU is closely linked to teaching. As well as marking assignments, tutors will comment on them, pointing students in new directions, elaborating on points of difficulty or contention and giving a general sense of progress.

Some students want to use OU module credits to enter first degree programmes at other institutions, and perhaps to gain exemption from part of the programme. Decisions about admission and exemption are always made by the other institution. The decision will depend on the availability of places, the appropriateness of the OU modules taken, and perhaps the level of pass obtained. Many universities have signed agreements with the OU, confirming that they will take account of OU credit. In practice, almost all higher education institutions will consider applicants with OU credit, even if there is no formal agreement.

Wales

The Department of Education and Skills (DfES) is contributing to the Welsh Government's vision of better public services.

The independent Review of Qualifications for 14-19 year olds in Wales reported in November 2012. The Welsh Government accepted the review's recommendations and is implementing these, as described below.

Qualifications reform will deliver a new qualifications system for Wales, with a renewed emphasis on rigour, quality assurance and confidence in the system and the qualifications available in Wales. A new organisation, Qualifications Wales, will be established in 2015. It will bring more visible independence to regulation and quality assurance and will simplify and strengthen confidence in the qualifications system.

OBJECTIVES

DfES leads the education and training system in Wales in its duty to improve outcomes for children, young people and learners of all ages and businesses so that all can reach their potential. Within DfES the Qualifications and Learning Division provides expert advice to Welsh Ministers on General, Vocational and Skills qualifications (except those within Higher Education) and discharges the statutory responsibilities of Welsh Ministers in relation to the regulation of those qualifications in Wales. As part of this the Division is responsible for the approval of qualifications for use with learners in Wales aged 14 or over, excluding higher education. Details of approved qualifications are available from the Database of Approved Qualifications in Wales (DAQW). More information on the DAQW can be found at: www.daqw.org.uk/.

PRIORITIES

The Department's key objectives are as follows:

- To raise the standards of education and training provision, attainment and infrastructure across Wales so that everyone can reach their potential

- To deliver a skilled workforce with high quality opportunities for all learners contributing to the creation of growth and jobs
- To support individuals, families and communities to improve wellbeing by reducing inequality and increasing participation
- To see the Welsh language thrive in Wales.

Following the Review of Qualifications in Wales, significant changes will be made to some qualifications for teaching from September 2015. These will include a revised, more rigorous Welsh Baccalaureate, new GCSEs in English language and Welsh first language, two new GCSEs in mathematics, a revised suite of skills qualifications, with Essential Skills Wales and Wider Key Skills no longer being used pre-16, and stronger regulation to ensure that vocational qualifications have relevance and value and are rigorously assessed.

A levels in Wales will have the same content as those available in England and Northern Ireland, so far as is possible. However, there will be some variation between A levels available in Wales and in other parts of the UK. For example, AS and A levels will continue as coupled qualifications in Wales, with the AS counting towards the final A level. This reflects support for the AS expressed by stakeholders, including HEPs. For reformed AS and A levels in Wales, however, the contribution of the AS towards the full A level will be reduced from the current 50% to 40%.

The Welsh Government will be working to ensure that qualifications available in Wales are of a standard which are at least comparable with the rest of the UK and the best in the world.

More information on qualifications in Wales can be found at www.qualificationswales.org

Northern Ireland

GCSES AND A LEVELS IN NORTHERN IRELAND

In 2012, the Minister for Education in Northern Ireland commissioned the Council for the Curriculum, Examinations and Assessment (CCEA) to undertake a fundamental review of GCSEs and A levels in Northern Ireland. The review commenced in October 2012 and CCEA presented its final report to the Minister in June 2013. Following a public consultation, the Minister accepted the 49 recommendations in the report.

Subsequently, the Minister confirmed that he was content to allow the qualifications market in Northern Ireland to remain open. This provides schools with a high level of flexibility in deciding the qualifications that can be offered to pupils and means that they may offer GCSEs and/or A levels from any of the Joint Council of Qualifications (JCQ) awarding organisations. There is currently (as of July 2014) only one exception to the open market in NI. Only GCSE English language specifications which include speaking and listening assessment as part of the overall grade will be accepted in schools here. The Department of Education will continue to keep matters of this nature under review whilst the review of A level specifications (by first teaching in September 2016) and GCSE specifications (by first teaching in September 2017) is ongoing.

GCSEs may be offered in either linear or modular format, with modular assessments being available in both January and June each year. Given the proposed changes to GCSE grading structure in England, at the time of writing, discussions are ongoing about the grading structure that will apply to the revised CCEA GCSE specifications that are scheduled to be introduced from first teaching from September 2017.

CCEA A level specifications will be introduced for first teaching from September 2016. The AS/A2 link will be retained and the specifications may be offered in either linear or modular format. At the time of writing, discussions are ongoing as to how practical work should be assessed within A level science specifications.

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Qualifications in Scotland

Introduction

GUIDE FOR ADMISSIONS STAFF

This section is intended to give admissions tutors and other staff with responsibility for admissions to higher education providers (HEPs) an overview of Scottish qualifications, particularly those that may be presented to them by applicants. This overview includes the National Qualifications (introduced in Scotland from 1999) and phased out predecessor qualifications.

This section also provides a background to entry to higher education (HE) in Scotland, including relevant information on the Scottish education system and recent developments. Of particular importance is the Scottish Credit and Qualifications Framework (SCQF).

The general topics covered are as follows.

- The Scottish Credit and Qualifications Framework
- Awarding and accrediting body – Scottish Qualifications Authority
- Scottish curriculum reform
- Current and lapsing Scottish National qualifications
- Phased out qualifications
- Certificates and other supporting evidence likely to be offered by applicants
- Apprenticeships
- Routes into Higher Education in Scotland

The Scottish Credit and Qualifications Framework

The Scottish Credit and Qualifications Framework (SCQF) was created by bringing together all mainstream Scottish qualifications into a single unified framework – HE qualifications, including HNCs and HNDs, National Qualifications, such as Highers and Advanced Highers, and SVQs. Increasingly, provision other than that offered by HEPs and SQA is being brought into the framework. The framework has 12 levels covering a range of qualifications from National 1 to HE Doctorate. The aims and benefits of the SCQF include:

- increasing understanding of the qualifications system
- showing the relationship of qualifications to one another
- assisting learners to plan their progress from one qualification to the next
- facilitating transfers of relevant credit gained from one qualification towards another qualification
- helping employers plan training for employees
- establishing links with other framework developments across the UK and also to the European Qualifications Framework (EQF) to facilitate cross-border credit transfer or the portability of qualifications across boundaries.

The SCQF is a lifelong learning framework, which incorporates (or can incorporate) all general educational, vocational and HE provision. The underlying principle of the SCQF is that learning, defined by learning outcomes that have been or could be assessed and externally quality-assured, should be able to be credit-rated. Building on this principle, the SCQF provides the context in Scotland through which the transfer of appropriate specific and general credit can take place within and between HEPs and between FE colleges and HEPs.

Increased demand at each level is set by factors such as complexity and depth of knowledge, links to associated academic, vocational or professional practice, and degree of autonomy exercised by the learner. SCQF levels are not directly related to years of study. In fact, in many programmes, students are likely to undertake courses at different levels in the framework and, in the course of a lifetime of learning, individuals may move from a higher to a lower level qualification as they take on new learning

and acquire new skills. In some circumstances, all or most of the study undertaken in a year will be at one level and progression will be from level to level.

All qualifications awarded by Scottish degree-awarding institutions and those awarded or accredited by the Scottish Qualifications Authority (SQA) have been (or are intended to be) credited and levelled to the SCQF. Smaller components of qualifications (such as SQA units or university modules) are also allocated SCQF credit and levels. Larger qualifications that are made up of a number of components (for example, group awards and degrees) are allocated a final or exit level, but will often be composed of components at a number of different levels.

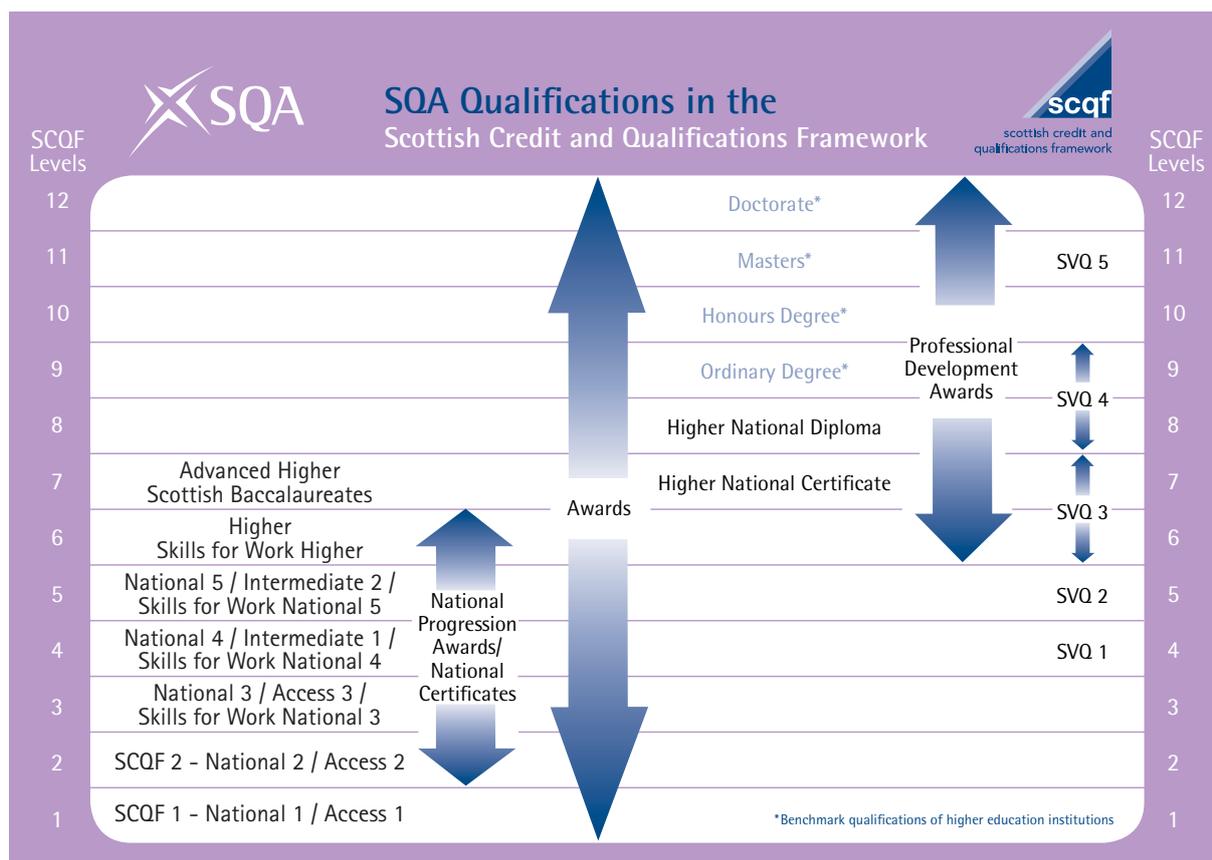
SCQF credit points are used to quantify learning, to show clearly how large a qualification is. All required learning to achieve the learning outcomes is taken into consideration. The SCQF works on the basis that each point is awarded for every notional 10 hours of learning (notional learning hours (NLH)), which includes both programmed and independent study. Each qualification in the framework has been allocated a number of general SCQF points, based on the total credit value of the component parts of the qualification. (SCQF points should not be confused with UCAS Tariff points, which may be used by some HEPs when making offers – see Appendix B.)

SCQF credit points and levels are used in programme design, setting entrance requirements and as a basis for credit transfer. This approach facilitates broad comparability of achievement and should make it easier for HEPs to award specific credit for direct entry to the programme or for entry into the later stages of first or subsequent years.

The SCQF was developed and established jointly by the organisations in Scotland that have prime responsibility for qualifications: QAA, Universities Scotland, SQA and the Scottish Government. These Development Partners were joined by the Association of Scotland's Colleges (now known as Colleges Scotland) in 2006.

Contact information for the SCQF is given in Appendix A. Admissions tutors will find up-to-date information on the SCQF at www.scqf.org.uk

SQA QUALIFICATIONS IN THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK



The SCQF is intended to show the relative size and level of qualifications in the Scottish education and training system in a way that allows a wide range of users to understand the system better, and to track progression routes through the system. It is also intended to provide a nationally agreed basis upon which credit and exemption (including advanced standing) can be negotiated. It covers all levels

and all types of qualification and is not designed to take account of grades or allow points to be aggregated across levels. For a more detailed interactive version of the SCQF table, including implementation timelines for Curriculum for Excellence, use the following link: www.sqa.org.uk/readyreckoner

Awarding and Accrediting Body – Scottish Qualifications Authority (SQA)

SQA is a Non-Departmental Public Body which was formed on 1 April 1997 and replaced both the Scottish Examination Board (SEB) and the Scottish Vocational Education Council (SCOTVEC). It is now the single body responsible for Scottish qualifications, apart from degrees and professional qualifications. It is also responsible for the accreditation of SVQs, other qualifications based on National Occupational Standards and qualifications which may be specified by Industry Regulatory Bodies such as the Security Industry; for providing advice as required to the Scottish Government on Scottish qualifications, and on the education, training and assessment that contribute to qualifications.

SQA qualifications are designed to increase participation rates at all levels of post-S2 (second year, corresponding to Year 9 in England) education, including HE, and to encourage lifelong learning. With the introduction of the Curriculum for Excellence education reforms (see below), this has changed to education from post-S3. The National

Qualifications introduced in 1999 were benchmarked against predecessor qualifications (for example, Higher against SCE Higher, Advanced Higher against CSYS) to ensure standards were vigorously maintained. Please see page 208 for information on historic changes to SQA qualifications.

SQA regularly consults its centres and stakeholders (including HE) on aspects of its qualifications system and development, and will continue to liaise closely with other bodies, on general education and vocational education and training issues relating to mutual recognition and parity of esteem for qualifications across the UK.

SQA has a customer contact centre to deal with enquiries from tutors and potential applicants about new and old qualifications and how they relate to one another. Contact details can be found in Appendix A.

Scottish Curriculum Reform

About Curriculum for Excellence (CfE)

Curriculum for Excellence (CfE) is the new 3-18 curriculum which has been adopted by all publicly-funded schools in Scotland. It aims to make learning more relevant to the modern world and give young people the skills, knowledge and understanding they need to succeed in learning, life and work. It is transforming education by providing a coherent, flexible and enriched curriculum for all young people aged three to 18 and includes a review of other aspects of Scotland's education system, including qualifications, assessment and learning and teaching approaches. This will help prepare young people to take their place in a modern society and economy.

SQA is a partner organisation involved in developing the Curriculum for Excellence programme. The other partners are the Scottish Government and Education Scotland (formed by a merger of Her Majesty's Inspectorate of Education (HMIe) and Learning and Teaching Scotland (LTS)). Maximising the opportunities that CfE provides requires a joined up approach across a range of sectors and bodies, and there has been much partnership working with the HE sector, along with others such as the teaching unions, local authorities and employers.

Universities have been, and continue to be, key partners in the development of CfE. As CfE is implemented, it is crucial that universities reflect on the implications and benefits for their own activities and practices. This includes both learning and teaching strategies and admission and recruitment policies. The aim is to ensure young people can experience a smooth transition from schools and colleges to universities, building on prior learning and preparing for future learning.

More specifically, learners will be applying to universities with enhanced skills for learning and new qualifications from 2015 onwards. Flexibility in the way in which young people obtain qualifications is a key part of the personalisation and choice agenda within CfE and as a result young people may have a much greater range of pathways to obtaining qualifications than is currently the case, e.g. Highers achieved over separate diets in S4 and S5, or S5 and S6, or across all three years, or, for others, undertaking a programme of learning which bypasses lower level qualifications – but not the learning and teaching involved in them – and studying Highers over an extended period from some point in S4 onwards.

CfE represents a different approach to learning and teaching in schools. This will help learners to develop skills and knowledge in more depth which they can use across different subjects and gain abilities which they can apply to life outside the classroom. This fresh approach to learning has necessitated new assessment methods and qualifications. SQA's principal role is to design and develop, assess, award and certificate the new qualifications.

The new qualifications will have equal status and credibility to those currently available and will support the new curriculum.

ABOUT THE NEW NATIONAL QUALIFICATIONS

National 4 and National 5 have a similar purpose to, but have replaced, Standard Grade General and Credit, and will replace Intermediate 1 and 2 respectively once dual running of Intermediate 1 and 2 and National 4 and 5 qualifications stops after 2014-15. Foundation level Standard Grade will be replaced by National 3. Access 1 and Access 2 qualifications are being replaced by National 1 and National 2 qualifications after a period of dual running ending in 2014-15.

The new National 1 to National 5 qualifications were introduced for the 2013-14 academic year. The new Higher qualifications were introduced for the 2014-15 academic year and the new Advanced Higher qualifications will be introduced for the 2015-16 academic year.

Revisions have been made to the existing Higher and Advanced Higher qualifications to reflect the values, purposes and principles of CfE. The existing and new Higher will dual run during 2014-15.

The Scottish Baccalaureates in Sciences and Languages were introduced in August 2009 and the Scottish Baccalaureates in Social Sciences and Expressive Arts were introduced in August 2012. These qualifications have the aim of encouraging more pupils to study these subjects in upper secondary school and assist young people in their transition to tertiary education and employment. They are especially aimed at high-achieving pupils and provide learners with a value added dimension to S6 study, through an Interdisciplinary Project at the same level as Advanced Higher (SCQF Level 7).

ABOUT LITERACY AND NUMERACY

Development of literacy and numeracy skills is the responsibility of all teachers and other practitioners who support young people's learning, regardless of where the young person is learning or the subject is being taught. Literacy and Numeracy units have been developed at SCQF Levels 3, 4 and 5, using the Skills for Learning, Skills for Life and Skills for Work framework, which can be accessed at www.sqa.org.uk/sqa/63101.html

These units will be available for all learners to use in any relevant context.

The Literacy unit is part of the English and Gàidhlig courses at National 3 and National 4. Work in English (National 5) and other courses may be used to contribute to the Literacy unit at National 5. The Numeracy unit will form a mandatory part of the new Lifeskills Mathematics courses at National 3, National 4 and National 5. The Numeracy unit will form a mandatory part of the Mathematics course at National 4.

Developing the new qualifications

The process of designing and developing new qualifications has been a huge task involving teams from across SQA and representatives from the teaching profession and wider groups such as those who represent further and higher education, unions and professional organisations. SQA has developed hundreds of qualifications at many levels and across many subjects.

To ensure that each qualification is of the highest quality, the process has been designed to be transparent, allowing for extensive consultation, while maintaining standards. This work is being undertaken to ensure that the qualifications support the development of the required skills among Scotland's learners.

Work on the new qualifications started in 2006. Since then there has been engagement with partners, stakeholders and the teaching profession on the policy, design and development of the new qualifications.

SQA has hosted meetings, seminars and workshops with stakeholders to discuss issues such as assessment, curriculum planning, quality assurance and continuing professional development.

SQA has also set up specific groups to take forward the development of the new and revised qualifications.

Curriculum Area Review Groups (CARGs) provide advice and guidance in each curriculum area. Each group is made up of nominated representatives from partner organisations, stakeholders, including HEPs, teaching associations and parent groups.

Qualifications Design Teams (QDTs) work on the design of qualifications within individual subjects such as physics, history, English, music, etc. They are made up of nominated subject experts from schools, colleges and HEPs.

Subject Working Groups (SWGs) carry out specific pieces of work as designated by the QDTs. Teachers, college lecturers and academics from HEPs are involved in these groups.

More information on published final documents can be found at www.sqa.org.uk/sqa/58115.html

Delivering the new qualifications

Whilst the new qualifications are being implemented, there is currently a two-year transition period in 2013-14 and 2014-15 while the current qualifications are phased out. This is to allow the final year group studying Intermediate 1 and/or Intermediate 2 to progress to the current Higher without disruption to their learning.

The last year for Standard Grade presentation was 2012-13 with the final certification having taken place in August 2013.

The new National Qualifications (Nationals 1–5) have been implemented in centres in time for those who started S1 in August 2010. SQA and Education Scotland will continue to support schools and colleges towards and through the different stages of implementation.

In 2013–14, the new National 2, National 3, National 4 and National 5 qualifications ran in schools and colleges alongside the current Access 2, Access 3, Intermediate 1 and Intermediate 2. The new qualifications were available for those in S4, while S5 and S6 students completed their education with the existing qualifications.

In 2014–15, the new National 2, National 3, National 4, National 5 and Higher qualifications were run in schools and colleges alongside Access 2, Access 3, Intermediate 1, Intermediate 2 and the existing Higher. The new qualifications were available for those in S4 and S5, while S6 students will complete their education with the existing qualifications.

In 2015–16, the new National 2, National 3, National 4, National 5, Higher and Advanced Higher will be available. Dual running with the existing and current Higher and Intermediate 1 and 2 will cease. The new Advanced Higher qualifications will not be dual run.

More information

For more information about Curriculum for Excellence, including the supporting documentation, development schedule and timetable for implementation, please see: www.sqa.org.uk/curriculumforexcellence

SQA also has a sign-up facility –MyAlerts– which provides email notification when new content on CfE is added to the site: www.sqa.org.uk/sqa/58116.html

For information on the year-by-year changes to Scottish qualifications resulting from CfE, please also refer to www.sqa.org.uk/readyreckoner

Existing (and lapsing) Scottish National Qualifications

This section covers the National Qualifications introduced since 1999 and all other relevant SQA qualifications. The information in this section is complemented by information published on the SQA website. You can also contact the SQA customer contact centre (see Appendix A).

National Qualifications introduced in 1999

The system of National Qualifications introduced in 1999 brought together into a single curriculum, assessment

and certification system, subjects traditionally regarded as academic or general education and those perceived to be more vocational and work-related. These National Qualifications are based on National Courses and National Units. National Courses, for example, Highers and Advanced Highers, are normally made up of three National Units plus an external assessment. National Certificates, introduced in 2007, may be made up of National Courses, National Units and Core Skills, which fit together to make a balanced and coherent programme of study. As part of a phased programme, these new qualifications replaced SCE Highers, CSYS, GSVQs and some other group awards.

LEVELS AND STANDARDS

National Qualifications are designed to let candidates study at the level that offers the appropriate challenge. There are seven levels – National 1 to National 5, Higher and Advanced Higher – although not all subjects are available at the full range of levels. During 2013-14 and 2014-15, Access 1 to 3 and Intermediate 1 and 2 will be dual run with the new National qualifications, when they will lapse. While unlikely, some candidates may take a combination of National 4 and 5 along with Intermediate 1 and 2 during 2013-15.

The seven levels offer all candidates increased opportunities for progression. Nationals are normally completed by candidates during S4. However, with the introduction of Curriculum for Excellence (CfE), candidates may take Nationals in later school years, depending on their particular learner journey.

The level of demand involved in National Qualifications has been benchmarked against that of a range of predecessor qualifications, including Standard Grades and Intermediates. SQA maintains an archive of marked candidate assessment material, which is used to monitor the stability of standards over time. SQA also applies a system of national ratings, which monitors performance between subjects and ensures that all subjects at the same level are comparable in terms of demand.

For National Courses with grades at Advanced Higher, Higher and National 5, there are four grades of award: A, B, C and D. These grades also apply to Intermediate 1 and 2. Full information about the award scales for National Courses at all levels, including Highers and Advanced Highers, is outlined below.

TIMES OF EXAMINATIONS AND NOTIFICATION OF RESULTS FOR NATIONAL COURSES WITH GRADES

All external assessments for graded National Courses take place in May-June and lead to certification in early August. There are also a number of externally assessed, project-based National Courses that are available for completion at times other than the summer and lead to certification on a quarterly basis. Most candidates for project-based courses are likely to be from FE colleges.

NOTIFICATION OF RESULTS FOR NATIONAL COURSES WITHOUT GRADES

There is a small group of National Courses without grades that are made up of internally assessed Units and which have no external assessment. These are the Skills for Work Courses. Although most candidate results for these courses will continue to be reported in August along with results for National Courses with grades, they can be reported in any month of the year, depending on when the candidate completes the course. These courses are subject to external verification by SQA.

DATE OF NOTIFICATION TO UCAS

SQA issues the results of summer examinations for National Courses at Higher, Advanced Higher and the Scottish Baccalaureate's Interdisciplinary Project in early August. The exact timing of the issue of results is notified in an annual circular to UCAS correspondents.

UCAS TARIFF POINT SCORES

Since 2002 entry, graded National Courses at Advanced Higher, Higher and Intermediate 2 levels along with Standard Grade Credit level and Core Skills have been part of the UCAS Tariff although UCAS withdrew the Tariff for

Intermediate 2 and Standard Grades from 2010 when SQA stopped reporting results in courses below Higher. The Tariff points used since 2010 entry onwards are listed with the more detailed information for these qualifications provided below.

National Courses (SCQF Levels 4 to 7)

National Courses are made up of National Units, usually in a group of three units per course, plus an added value assessment. Each unit at Levels 4 to 6 is normally made up of 60 notional learning hours (NLH); at Level 7, each unit is normally made up of 80 NLH. There is no external assessment in the National or Higher Skills for Work Courses. At Levels 4 to 6 the number of units will vary if 30 or 120 NLH units are used in a course (sometimes units are reduced or increased in size, if appropriate, for the purpose of the unit or National Course). At Levels 4 to 6 an additional time allocation of 60 NLH is provided to allow students to integrate learning across the course. At Levels 5 to 7 it also enables them to prepare for the external assessment. Thus the NLH for each course at SCQF Levels 4-6 is 240 hours, giving them a credit value of 24 SCQF credit points. Courses at SCQF Level 7 (Advanced Higher) are longer, reflecting the fact that SCQF Level 7 is the starting point for higher education in Scotland. Therefore, courses at SCQF Level 7 are 320 NLH and 32 SCQF credit points. The units of a course are related to the learning requirements of a coherent programme of study in a given subject area. Courses are SCQF credit-rated and, at SCQF Levels 6 and 7, allocated UCAS Tariff points.

The external assessment is usually an examination, but in several of the existing courses, and almost all of the new courses, this is supplemented by either an assignment, case study, performance, portfolio, practical activity, project or sometimes a combination of these. The purpose of the external assessment is to test that knowledge and skills learned have been retained and can be integrated and contextualised by the candidate. The external assessment also helps to assure end users of the qualifications that standards are being rigorously maintained.

Grade	Band	Range of Standardised Marks
A	1	85–100
A	2	70–84
B	3	65–69
B	4	60–64
C	5	55–59
C	6	50–54
D	7	45–49
–	8	40–44 fail
–	9	Fewer than 40 fail

Reporting:

- Grades A, B, C, D reported to candidates
- Band reported to the centre only.

Note: The grade bands are for SQA administrative purposes only and SQA strongly advocates against the use of grade bands in offer making. In terms of Appeals, candidates can only have them considered between grades, not bands.

Note

Grade D was implemented from August 2004. Prior to this date, candidates who obtained Band 7 in a National

Course external assessment were awarded a grade A in the corresponding National Course at the lower level, provided they had successfully completed the units of the course.

Scottish HEPs normally frame their conditional offers in terms of numbers and grades of passes in Higher Courses.

Highers have historically been taken at the end of a student's fifth year (S5) of secondary education, often with more taken at the end of the sixth year (S6). With the advent of Curriculum for Excellence, it is expected that it is less likely that there will be a standard pattern of provision, and candidates may take different learner pathways presenting for National 4 and 5, Higher and Advanced Higher, at different stages. In S6, Highers may be taken:

- as a resit (N.B. There is no winter re-sit diet in Scotland)
- where candidates are completing a Higher within a two-year programme of learning (as a single sitting)
- where candidates are progressing from National 5 in fifth year
- where candidates are building on the range of Higher subjects they completed in fifth year.

Since the abolition of "Age and Stage" regulations in Scotland in 2005, some candidates may take some Higher Courses in S4 and S5 or as a two-year Higher (one sitting) in S4-S5. With CfE, various patterns of provision – including bypassing National 5 qualifications – may become more common among some candidates. Years 12 and 13 in England correspond to the fifth (S5) and sixth years (S6) in Scotland. (S6 in Scotland is only one year.)

Advanced Highers have normally been taken at the end of the sixth year of secondary education. The number of Advanced Highers that students can achieve or the availability of the Scottish Baccalaureate to which they may contribute may be affected by a school's timetabling policy, and by the extent to which students decide to broaden their knowledge and skills by taking National 5 or Higher Courses, or indeed, group awards such as National Certificates or National Progression Awards (NPAs).

For entry to HE, National 4 and 5 (and Intermediate 1 and 2) Courses should be treated as equivalent to the old Standard Grade General and Credit respectively and therefore acceptable as backup to Highers in the main subjects and as contributory to providing evidence of curriculum breadth. For those who bypass National 4 and National 5 qualifications as part of two-year programmes of learning culminating in Highers sat in a single diet at the end of that period, they will still experience curriculum breadth by undertaking the learning and teaching in these qualifications, but will forego the summative assessment.

National Units (available at SCQF Levels 1 to 7)

National Units, which subsumed National Certificate Units and Short Courses, are usually 60 NLH in length at SCQF Levels 1 to 6, though some are fractions, for example, 30 NLH, or multiples, for example, 120 NLH thereof. At SCQF Level 7, National Units are 80 NLHs or fractions or multiples thereof.

National Units are internally assessed by teachers and lecturers, who can draw on materials from SQA's Assessment Support Packs for the new qualifications and

the National Assessment Bank for the pre-CfE qualifications to assist them with this work and ensure that national standards are applied to all unit assessments. Unit internal assessments are also subject to a new and rigorous external verification process by SQA. Candidates are awarded a 'pass' in a unit when they have achieved all of the unit outcomes.

National Courses consist of units (usually three) which are internally assessed but not graded. The National Units *do not* contribute to the National Course grade, but must be passed in order for candidates to achieve the Course.

Advanced Highers

Advanced Highers have been revised in the context of Curriculum for Excellence. The new Advanced Higher qualifications will be available from 2015-16. The new Advanced Higher qualification will not be dual run. For more information on Curriculum for Excellence, please visit www.sqa.org.uk/curriculumforexcellence

QUALIFICATION ABBREVIATION:

AH

SCQF LEVEL:

Level 7

SCQF CREDIT VALUE:

32 credit points (320 NLH)

BACKGROUND:

See section on National Qualifications introduced in 1999.

DATE OF FIRST TEACHING:

2000

DATE OF FIRST AWARD:

2001

PREREQUISITES:

Advanced Highers are National Courses normally taken at the end of a student's sixth year of secondary education. Many candidates will have studied the subject at Higher but a few applicants may have bypassed Higher and moved directly to Advanced Higher. In some cases Advanced Highers may be taken in fifth year instead of Higher. Advanced Highers can also be taken by adults in an FE college. However, with the implementation of Curriculum for Excellence, it is expected that schools will follow varied patterns of provision, enabling candidates to take Advanced Highers across S4-S6, depending on the learner journey that they are undertaking.

NUMBER OF UNITS/STRUCTURE:

Normally, three 80-NLH National Units, plus an external assessment. The number of units will vary if 40- or 160-NLH units are used in the course. An additional 80-NLH is allocated to allow students to integrate learning across the course and to prepare for the external assessment.

ASSESSMENT METHOD:

The units that comprise the course are internally assessed and externally verified. The external assessment usually includes two or more Course (external) assessment components. End of year question papers (exams) continue to be used in most Advanced Highers, but most also have an additional Course assessment, such as an assignment, project, portfolio, performance, case study or practical as appropriate to the subject. This is the case with both the existing and new Advanced Highers.

EXAMINATION TIMING:

May/June

DATE OF RESULTS PUBLICATION:

August

GRADING SYSTEM:

From August 2004 candidates have received a grade A – D. For information on the grading system prior to August 2004 see the section on National Courses.

UCAS TARIFF POINTS

Grade	UCAS Tariff points
A	130
B	110
C	90
D	72

Note

If a candidate has previously taken a qualification and then proceeded to take a higher level qualification in the same subject such as Higher Chemistry followed by Advanced Higher Chemistry, the points score will be subsumed by the points score of the qualification at the higher level.

Double counting of more than one qualification in the same subject area will not be permitted. The points score will be derived from the highest grades achieved in the highest level of the course.

For more information about the UCAS Tariff, please see Appendix B.

QUALITY ASSURANCE:

Subject to SQA's system of quality assurance. See *Guide to Assessment*, which is available on SQA's website at www.sqa.org.uk/files_ccc/25GuideToAssessment.pdf

PROGRESSION/ARTICULATION:

Advanced Higher is used for a variety of purposes, including entry to higher education. Whether Advanced Highers are available to an individual at a school and the number taken may be affected by a school's timetabling policy and by the extent to which students decide to broaden their knowledge and skills by taking new courses at National 4 and 5 or Higher levels. Scottish HEPs normally frame their offers in terms of numbers and grades of pass in Higher Courses. Some HEPs offer direct entry to second year on particular courses for candidates with Advanced Highers. The pattern of uptake or continuation of Advanced Highers in S6 may be affected by candidates receiving unconditional firm offers from HEPs based on their Higher results from S5.

Highers

Highers have been revised in the context of Curriculum for Excellence. The new Higher qualifications will be available from 2014-15. In 2014-15 the existing Higher will be dual run in centres alongside the new Higher qualifications. For more information on the new qualifications and Curriculum for Excellence, please visit www.sqa.org.uk/curriculumforexcellence

SCQF LEVEL:

Level 6

SCQF CREDIT VALUE:

24 Credit Points (240 NLH)

BACKGROUND:

See section on National Qualifications introduced in 1999.

DATE OF FIRST TEACHING:

1999 (although previous versions of the Higher date back to 1888)

DATE OF FIRST AWARD:

2000

PREREQUISITES:

Highers are National Courses normally taken at the end of a candidate's fifth year (S5) of secondary education. They are also commonly taken at the end of the sixth year (S6). (The fifth and sixth years in Scotland correspond to years 12 and 13 in England.) Highers can also be taken by adults.

However, with the implementation of Curriculum for Excellence, it is expected that schools will follow varied patterns of provision, enabling candidates to take Highers across S4-S6, depending on the learner journey that they are undertaking.

NUMBER OF UNITS/STRUCTURE:

National Courses with grades normally have three 60-NLH National Units, plus an external assessment. The number of units will vary if 30- or 120-NLH units are used in the course. An additional 60 NLH is recommended to allow students to integrate learning across the course and to prepare for the external assessment.

National Courses without grades – Skills for Work – normally have four 60-NLH National Units and do not have an external assessment. The number of units will vary if 30-, 90- or 120-NLH units are used in the course.

ASSESSMENT METHOD:

The units that comprise the unit assessment are internally assessed and externally verified. Where courses contain an external assessment, it is usually only an examination in about half of Highers, with the rest including two or more external assessment components. From 2014-15, almost all new Highers will usually include two or more course (external) assessment components. End of year question papers (exams) continue to be used in most Highers, but most will also have an additional course assessment, such as an assignment, project, portfolio, performance, case study or practical as appropriate to the subject.

EXAMINATION TIMING:

May/June

DATE OF RESULTS PUBLICATION:

August

GRADING SYSTEM:

From August 2004, candidates have received a grade A – D. For information on the grading system prior to August 2004, see National Courses section on page 195.

UCAS TARIFF POINTS

Highers have been allocated UCAS Tariff points as follows:

Grade	UCAS Tariff points
A	80
B	65
C	50
D	36
Ungraded Highers (Pass)	45

Note

If a candidate has previously taken a qualification and then proceeded to take a higher level qualification in the same subject such as Higher Chemistry followed by Advanced Higher Chemistry, the points score will be subsumed by the points score of the qualification at the higher level.

Double counting of more than one qualification in the

same subject area will not be permitted. The points score will be derived from the highest grades achieved in the highest level of the course.

For more information about the UCAS Tariff, please see Appendix B.

QUALITY ASSURANCE:

Subject to SQA's system of quality assurance. See *Guide to Assessment*, which is available on SQA's website at www.sqa.org.uk/files_ccc/25GuideToAssessment.pdf

PROGRESSION/ARTICULATION:

Highers are used for a variety of purposes, including entry to higher education. Scottish HEPs normally frame their conditional and unconditional offers in terms of numbers and grades of Higher passes. Many students will have passed four, five or, in exceptional cases, six or more Highers by the end of fifth year and may well have obtained the required grades for entry to a Scottish HEP or college, where they may be made unconditional offers based on their Higher grades achieved in S5, while they are in S6. Most stay on at school for a further year to undertake some combination of Advanced Higher and/or additional Highers and/or free-standing National Units. More recently, some schools – in partnership with FE colleges – offer HNC awards alongside Highers, which are taken over S5-S6. The number of Highers that students can achieve may be affected by a school's timetabling policy.

Scottish Baccalaureate

The Scottish Baccalaureates in Expressive Arts, Languages, Science and Social Sciences consist of a coherent group of current Higher and Advanced Higher qualifications in relevant subjects.

QUALIFICATION ABBREVIATION:

Scot Bacc

SCQF LEVEL:

Level 7

SCQF CREDIT VALUE:

104 credit points (1040 NLH)

BACKGROUND:

The Scottish Baccalaureate has been designed to provide a challenging and rewarding experience for learners in fifth and sixth year of secondary education who are able to cope with the demands of study at Higher and Advanced Higher level.

The Scottish Baccalaureate is made up of one Higher, two Advanced Highers and the Interdisciplinary Project (IP), which is the same level as Advanced Higher. The Interdisciplinary Project is the defining feature of the Scottish Baccalaureate, bringing added value to the Scottish Baccalaureate as a whole.

INTERDISCIPLINARY PROJECT:

Key features of the Interdisciplinary Project:

- Application or extension of subject knowledge in a relevant context
- Focus on generic and cognitive skills development
- Opportunity to access different learning environments
- Learner negotiation of context will be important and should be related to areas of interest and/or future career aspiration.

DATE OF FIRST TEACHING:

Scottish Baccalaureate in Languages – 2009
 Scottish Baccalaureate in Science – 2009
 Scottish Baccalaureate in Expressive Arts – 2012
 Scottish Baccalaureate in Social Sciences – 2012

DATE OF FIRST AWARD:

Scottish Baccalaureate in Languages – 2010
 Scottish Baccalaureate in Science – 2010
 Scottish Baccalaureate in Expressive Arts – 2013
 Scottish Baccalaureate in Social Sciences – 2013

PREREQUISITES:

Entry to the Scottish Baccalaureate is at the discretion of the centre. However, the Baccalaureate is intended for candidates who, in fifth and sixth years of secondary education, are working at Higher and Advanced Higher level in two different, eligible subjects, together with English (or ESOL or Gàidhlig) or mathematics.

NUMBER OF UNITS/STRUCTURE:

Scottish Baccalaureate in Languages requires two different eligible modern or classical Language Courses, at least one of which must be at Advanced Higher level. One of the courses taken must be English (or ESOL or Gàidhlig*) and this may be at Higher or Advanced Higher level.

Scottish Baccalaureate in Science requires two different eligible science courses, at least one of which must be at Advanced Higher level. One of the courses taken must be mathematics (Higher or Advanced Higher level) or applied mathematics (Advanced Higher level).

Scottish Baccalaureate in Expressive Arts requires three different eligible courses, two of which must be at Advanced Higher level and one at Higher level. One of these courses must be English (or ESOL or Gàidhlig*) or mathematics (or applied mathematics) at Higher or Advanced Higher level.

Scottish Baccalaureate in Social Sciences requires three different eligible courses, two of which must be at Advanced Higher level and one at Higher level. One of these courses must be English (or ESOL or Gàidhlig*) or mathematics (or applied mathematics) at Higher or Advanced Higher level.

*Learners who have Gàidhlig as their first language may count both English and Gàidhlig.

The **mandatory** components of the Scottish Baccalaureate are:

Interdisciplinary Project Unit	Advanced Higher	SCQF Level 7	(16 SCQF credits)
Two courses	Advanced Higher	SCQF Level 7	(64 SCQF credits)
One course	Higher	SCQF Level 6	(24 SCQF credits)

The Interdisciplinary Project is graded A, B or C and is allocated UCAS Tariff points as follows:

Grade	UCAS Tariff points
A	65
B	55
C	45

The Interdisciplinary Project is allocated UCAS Tariff points rather than the Scottish Baccalaureate, as the other components of the Scottish Baccalaureate already receive Tariff points. However, the Scottish Baccalaureate is graded as a "Distinction" or "Pass" based on achievements in all of the components.

ASSESSMENT METHOD:

The units that comprise the unit assessment are internally assessed and externally verified. Where courses contain an external assessment, it is usually an examination, but from 2014-15 for Highers the new qualifications will usually include two or more course (external) assessment components. Most Advanced Highers have historically had two or more external assessment components. End of year question papers (exams) continue to be used in most Highers and Advanced Highers, but most will also have an additional course assessment, such as an assignment, project, portfolio, performance, case study or practical as appropriate to the subject.

CERTIFICATION:

A Scottish Baccalaureate is not intended to be a full programme of study. It is expected that learners who take a Baccalaureate will also take other courses in S5 and S6. Their choice of subjects is likely to be based around interest, career choice and the entrance requirements specified by the universities where they wish to study.

In addition to their Scottish Qualification Certificate (SQC) showing Standard Grade, Intermediate, National, Higher and Advanced Higher Course achievement, learners who take a Baccalaureate and are successful will receive a commemorative certificate for their Baccalaureate showing either a Pass or Distinction.

GRADING SYSTEM:

Candidates who achieve a Pass in all mandatory components and who do not meet the criteria for Distinction will be awarded a Pass in the Scottish Baccalaureate. The Scottish Baccalaureate with Distinction will be awarded to candidates who achieve:

- Grade A in **one** Advanced Higher eligible course
- Grade A in one other component
- Grade B or above in all other components.

QUALITY ASSURANCE:

Subject to SQA's system of quality assurance. See *Guide to Assessment*, which is available on SQA's website at www.sqa.org.uk/files_ccc/25GuideToAssessment.pdf

External quality assurance of the Interdisciplinary Project continues through external verification of centres' internal assessment decisions through subject specific quality forums.

Quality forums will bring together staff with an overview of the assessment and internal verification processes from a group of centres delivering the Interdisciplinary Project Unit.

PROGRESSION/ARTICULATION:

Candidates who achieve a Scottish Baccalaureate may progress to:

- further or higher education
- employment/training.

National 4 and 5 Courses

National 4 and 5 Courses will replace Intermediate 1 and 2 once dual running of Intermediate 1 and 2 and National 4 and 5 qualifications stops after 2014-15. For more information on the new qualifications and Curriculum for Excellence, please visit www.sqa.org.uk/curriculumforexcellence

SCQF LEVEL:

Levels 4 and 5

SCQF CREDIT VALUE:

24 Credit Points (240 NLH)

BACKGROUND:

See section on National Qualifications introduced in 1999.

DATE OF FIRST TEACHING:

2013

DATE OF FIRST AWARD:

2014

PREREQUISITES:

National 4 and 5 Courses are available to students normally in the fifth and sixth year of secondary education and to post-school students. However, with the implementation of Curriculum for Excellence, it is expected that schools will follow varied patterns of provision, enabling candidates to take National 4 and 5 Courses across S4-S6, depending on the learner journey that they are undertaking.

NUMBER OF UNITS/STRUCTURE:

National Courses with grades normally have three 60-NLH National Units, plus an external assessment. The number of units will vary if 30- or 120-NLH units are used in the course. An additional 60-NLH is recommended to allow students to integrate learning across the course and to prepare for the external assessment.

ASSESSMENT METHOD:

The units that comprise the unit assessment are internally assessed and externally verified. National 4 includes an Added Value unit which is assessed internally. National 5 courses are externally assessed, with most courses having two or more Course (external) assessments, one of which is usually an examination. The Course assessment (Added Value) at National 5 is set and marked by SQA and carries six SCQF credit points (60 NLH). For National 5, the Course assessment is marked internally and externally quality assured by SQA.

GRADING SYSTEM:

National 5: A – D

National 4: Pass

The grade is determined by a candidate's performance in the external course assessment.

QUALITY ASSURANCE:

Subject to SQA's system of quality assurance. See *Guide to Assessment*, which is available on SQA's website at www.sqa.org.uk/files_ccc/25GuideToAssessment.pdf

PROGRESSION/ARTICULATION:

National 4 and 5 Courses will be used for a variety of purposes, including progression to Highers, Skills for Work Courses at Higher, National Progression Awards at SCQF Levels 5 or 6, National Certificates at SCQF Levels 5 or 6, other courses in further education or training or employment.

National 2 and 3 Courses

National 2 and 3 Courses will replace Access 2 and 3 once dual running of National 2 and 3 Courses and Access 2 and 3 Courses stops after 2014-15. For more information on the new qualifications and Curriculum for Excellence, please visit www.sqa.org.uk/curriculumforexcellence

National 3 Courses are designed to develop skills and knowledge in a specific subject area as well as skills for learning, skills for life and skills for work. Achieving a National 3 Course shows that a learner has demonstrated the specified knowledge and skills in a particular subject, at the defined national standard.

National 2 qualifications are designed for learners who require additional support for learning. They will build on the broad, general education and will encourage and challenge learners to work towards qualifications appropriate to their needs and achievement.

SCQF LEVEL:

Levels 2 and 3

SCQF CREDIT VALUE:

18 Credit Points (180 NLH)

BACKGROUND:

See section on National Qualifications introduced in 1999.

DATE OF FIRST TEACHING:

2013

DATE OF FIRST AWARD:

2014

PREREQUISITES:

There is no age restriction on the use of National 2 and 3 Courses but they are normally taken by candidates in S3 and above.

NUMBER OF UNITS/STRUCTURE:

National 2 and 3 Courses normally have three 60-NLH National Units.

ASSESSMENT METHOD:

Assessment is carried out internally by teachers/lecturers.

GRADING SYSTEM:

National 2 and 3 Courses are not graded.

QUALITY ASSURANCE:

Subject to SQA's system of quality assurance. See *Guide to Assessment*, which is available on SQA's website at www.sqa.org.uk/files_ccc/25GuideToAssessment.pdf

PROGRESSION/ARTICULATION:

Learners may progress to higher level courses or group awards within the National Qualifications.

The range of units and Courses at National 2 and 3 provides opportunities to begin to develop subject-specific skills, as well as skills for learning, skills for life and skills for work.

Intermediate 1 and Intermediate 2

These qualifications are currently being dual run with the new National 4 and National 5 qualifications. The last year of the presentation is 2014-15, with a final diet of exams in 2015. For more information on Curriculum for Excellence, see www.sqa.org.uk/curriculumforexcellence

QUALIFICATION ABBREVIATION:

Int 1 and Int 2

SCQF LEVEL:

Int 1 – Level 4, Int 2 – Level 5

SCQF CREDIT VALUE:

Int 1 – 24 credit points (240 NLH)

Int 2 – 24 credit points (240 NLH)

BACKGROUND:

See section on National Qualifications introduced in 1999.

DATE OF FIRST TEACHING:

1999

DATE OF FIRST AWARD:

2000

PREREQUISITES:

Int 1 and Int 2 are National Courses available to students normally in the fifth and sixth years of secondary education and to post-school students. However, some schools offered students in S4, for example, the opportunity to take Intermediate Courses instead of Standard Grades.

NUMBER OF UNITS/STRUCTURE:

National Courses with grades normally have three 60-NLH National Units, plus an external assessment. The number of units will vary if 30-, 90- or 120-NLH units are used in the course. An additional 60 NLH is recommended to allow students to integrate learning across the course and to prepare for the external assessment.

National Courses without grades – Skills for Work and

Personal Development Courses – normally have four 60-NLH National Units and do not have an external assessment. The number of units will vary if 30-, 90- or 120-NLH units are used in the course.

ASSESSMENT METHOD:

The units that comprise the course assessment are internally assessed and externally verified. Where courses contain an external assessment, it is usually an examination, or sometimes a project, product or performance, or a combination of these. Unit achievement does not contribute to the course grade, but must be achieved in order for the course to be awarded.

EXAMINATION TIMING:

May/June (for National Courses with grades).

DATE OF RESULTS PUBLICATION:

August for National Courses with grades. Results for National Courses without grades are also normally issued in August, but can be issued in any month of the year.

GRADING SYSTEM:

From August 2004, candidates have received a grade A – D. For information on the grading system prior to August 2004, see section on National Courses.

QUALITY ASSURANCE:

Subject to SQA's system of quality assurance. See *Guide to Assessment*, which is available on SQA's website at www.sqa.org.uk/files_ccc/25GuideToAssessment.pdf

PROGRESSION/ARTICULATION:

Intermediate Courses will be used for a variety of purposes, including progression to Higher in subsequent years. For entry to HE, they should be treated as equivalent to Standard Grade.

Access 2 and Access 3

These qualifications are currently being dual run with the new National 2 and National 3 Courses. The last year of presentation is 2014-15.

QUALIFICATION ABBREVIATION:

Acc 2 and Acc 3

SCQF LEVEL:

Access 2 – Level 2
Access 3 – Level 3

BACKGROUND:

See section on National Qualifications introduced in 1999.

DATE OF FIRST TEACHING:

1999

DATE OF FIRST AWARD:

2000

PREREQUISITES:

There is no age restriction on the use of Access 2 and 3 Courses but they are normally taken by candidates in S3 and above.

NUMBER OF UNITS/STRUCTURE:

Normally three National Units each of 60 NLH. The number of units will vary if 30-NLH units are used in the course.

ASSESSMENT METHOD:

The units that comprise the course are internally assessed and externally verified.

DATE OF RESULTS PUBLICATION:

Mainly August, but can be issued in any month of the year.

GRADING SYSTEM:

Ungraded. Achievement is certified as a 'Pass'.

QUALITY ASSURANCE:

Subject to SQA's system of quality assurance. See Guide to Assessment, which is available on SQA's website at www.sqa.org.uk/files_ccc/25GuideToAssessment.pdf

PROGRESSION/ARTICULATION:

Access 2 and 3 Courses will be used for a variety of purposes, including progression to National Courses at the same levels and at higher levels.

Curriculum for Excellence will see the Access 2 and 3 courses being replaced by National 2 and National 3 courses. In 2014-15, the current Access 2 and Access 3 will be dual run in centres alongside the new National 2 and National 3 courses. For more information on Curriculum for Excellence please visit www.sqa.org.uk/curriculumforexcellence

Core Skills

National Qualifications support the development of broad, generic, transferable skills (Core Skills) valued in schools, FE and HE, employment and personal and social life.

SCQF LEVEL:

Level 2 to Level 6

SCQF CREDIT VALUE:

Units are usually six SCQF credit points (60 NLH), but are also available at some SCQF levels as 15 NLH units

BACKGROUND:

The five Core Skills are Communication, Numeracy, Information & Communication Technology (ICT), Problem Solving and Working With Others. Candidates for Scottish Group Awards (SGAs) were required to achieve at least three of the five Core Skills at the levels determined for

the particular award. However, SGAs finished in July 2010. National Certificates have replaced SGAs – see section below on National Qualification Group Awards.

Core Skills are recorded on the Scottish Qualifications Certificate (SQC) as a profile if they are embedded within other qualifications. If they are dedicated Core Skills units then they will appear in the list of qualifications achieved and the Core Skills profile.

DATE OF FIRST TEACHING:

1999

DATE OF FIRST AWARD:

2000

NUMBER OF UNITS/STRUCTURE:

Core Skills are embedded in some National Courses and are also offered as discrete National Units.

ASSESSMENT METHOD:

Embedded within National and Higher National courses which means successful completion of one qualification can automatically update a candidate's Core Skills Profile to reflect the highest level of Core Skill achieved to date. Achievement can also be through internal assessment of the units which are externally verified by SQA. Assessment is criterion referenced against specific standards.

EXAMINATION TIMING:

Discrete Core Skills units are not subject to external assessment.

DATE OF RESULTS PUBLICATION:

Profile appears on the Scottish Qualification Certificate (SQC), which is normally issued in August for candidates taking National Courses. For other candidates, group award results are issued weekly.

GRADING SYSTEM:

Core Skills are not graded, but the SCQF level at which they have been achieved is shown as a profile on the SQC. Core Skills achieved through discrete units are included in the unit achievement of the SQC.

UCAS TARIFF POINTS

UCAS Tariff points have been allocated to Core Skills as follows:

Level	UCAS Tariff points
Higher (SCQF Level 6)	20
Intermediate (SCQF Level 5)	10

Note

Only Core Skills achieved through discrete units carry UCAS Tariff points.

For more information about the UCAS Tariff, please see Appendix B.

QUALITY ASSURANCE:

Subject to SQA's system of quality assurance. See Guide to Assessment, which is available on SQA's website at www.sqa.org.uk/files_ccc/25GuideToAssessment.pdf

PROGRESSION/ARTICULATION:

The National Qualifications system supports the development of the Core Skills valued in FE and HE, employment and personal and social life.

Standard Grades

Curriculum for Excellence has seen Standard Grades being replaced by National 3, National 4 and National 5 courses. The first National 3, 4 and 5 courses have been available since 2013-14. The final Standard Grades were offered in 2012/13. Standard Grades have been included in this section at this time, as for many applicants to HE up to at least 2015, they will be their pre-Higher qualifications. For more information on Curriculum for Excellence, please visit www.sqa.org.uk/curriculumforexcellence

QUALIFICATION ABBREVIATION:

S Grade

SCQF LEVEL:

Levels 3–5

BACKGROUND:

S Grades were first certificated in 1986 with the former Ordinary Grade finally being discontinued in 1994. (Since 2002, some schools have offered students the opportunity to take Intermediate Courses in place of S Grade.)

DATE OF FIRST TEACHING:

1984

DATE OF FIRST AWARD:

1986

PREREQUISITES:

S Grades were normally studied over the third and fourth years of secondary education.

ASSESSMENT METHOD:

In most subjects, a combination of internal and external assessment.

EXAMINATION TIMING:

May/June

DATE OF RESULTS PUBLICATION:

August

GRADING SYSTEM:

1–6 pass grades, with 1 being the highest grade. S Grade achievement is described on 3 levels: Credit level grades 1 and 2 (SCQF Level 5) General level grades 3 and 4 (SCQF Level 4) and Foundation level covers grades 5 and 6 (SCQF Level 3).

QUALITY ASSURANCE:

Subject to SQA's system of quality assurance. See *Guide to Assessment*, which is available on SQA's website at www.sqa.org.uk/files_ccc/25GuideToAssessment.pdf

PROGRESSION/ARTICULATION:

S Grades are used for a variety of purposes including entry to employment or progression to Intermediate, Higher and Advanced Higher National Courses. For entry to HE, grades 1–3 at S Grade are normally acceptable in combination with Highers in the main subjects.

Higher National Qualifications (HNQ)

During 2013-14 SQA has been developing work for its HN Enhancement Pilot, which has developed a range of support materials and resources to help support smoother articulation from the HNC to year 2 and HND to year 3 of Bachelor's degrees. This has taken the form of alternative approaches to assessment, the development of higher education skills and maths for engineers. This has been a partnership development with colleges and universities in the following subject areas: Social Sciences, Business, Computing and Engineering.

Higher National Certificates (HNC)

QUALIFICATION ABBREVIATION:

HNC

SCQF LEVEL:

Level 7

SCQF CREDIT VALUE:

96 credit points (960 NLH)

However, many candidates take 120 credit points (1200 NLH worth of relevant units) for the purpose of improving articulation to second year of Bachelor's degree programmes.

BACKGROUND:

HNCs are HE group awards covering broad occupational areas and are offered by colleges and some HEPs.

DATE OF FIRST TEACHING:

1923

DATE OF FIRST AWARD:

1925

PREREQUISITES:

Entry is at the discretion of the centre. However, applicants straight from school are normally expected to have a range of National Qualifications, including some at SCQF Level 6, e.g. Highers. Non-school leavers will enter with a variety of qualifications and/or experience. Many candidates may undertake their HNC as employer-funded training through day or block release, or through distance learning.

NUMBER OF UNITS/STRUCTURE:

HNCs developed under the 1988 design rules comprise 12 SQA credits (these preceded the SCQF). SQA credits were based on a notional 80 hours of teaching and learning, including independent study. Prior to modernising all HNCs, five subject areas were reviewed using pilot design rules. These HNCs were validated with 15 SQA credits, two of which were Integrated Assessments. Between 2003-2008, all HNCs were revised using the 2003 design principles and the SCQF and these comprise 96 SCQF credit points, eight SCQF credit points of which is a graded unit at SCQF Level 7. In the current HNCs, Core Skills may be signposted and/or embedded.

ASSESSMENT METHOD:

HNCs are internally assessed and externally verified.

EXAMINATION TIMING:

Flexible, but full-time college students normally complete HNCs in June.

DATE OF RESULTS PUBLICATION:

Flexible, but full-time college students normally receive

results in August. Group award results are also issued weekly. Group Award results are reported to UCAS along with the annual diet of results, but only the achievement of the Group Award is reported as a "Pass". SQA plans to report the result of graded units to UCAS in the future.

GRADING SYSTEM:

HNC Group Awards developed under the 1988 design rules comprise Units which are awarded at Pass or Merit. HNCs developed under the pilot design rules contain two SQA credits of Integrated Assessments, which are Graded A, B or C. HNCs developed under the 2003 design principles contain one graded unit worth eight SCQF credits at SCQF level 7, which will be graded A, B or C. It should be noted that in rare circumstances some applicants who present the current HNCs may offer a mix of old units (graded Pass or Merit) and current (ungraded) HN units.

QUALITY ASSURANCE:

Subject to SQA's system of quality assurance. See *Guide to Assessment*, which is available on SQA's website at www.sqa.org.uk/files_ccc/25GuideToAssessment.pdf

PROGRESSION/ARTICULATION:

HNCs are designed and validated at SCQF Level 7. As such, students may progress to HNDs, degree courses or employment. HEPs make their own decisions on the specific credit to be granted and many articulation agreements exist between FE colleges and HEPs. Direct entry to year two of a degree programme is possible at some universities.

Higher National Diplomas (HND)

QUALIFICATION ABBREVIATION:

HND

SCQF LEVEL:

Level 8

SCQF CREDIT VALUE:

240 credit points (2400 NLH)

BACKGROUND:

HNDs are advanced HE group awards covering broad occupational areas and are offered by colleges and some HEPs.

DATE OF FIRST TEACHING:

1958

DATE OF FIRST AWARD:

1960

PREREQUISITES:

Entry is at the discretion of the centre. However, applicants from school are normally expected to have a range of National Qualifications, including some at SCQF Level 6, e.g. Highers. Non-school leavers will enter with a variety of qualifications and/or experience.

NUMBER OF UNITS/STRUCTURE:

HNDs developed under the 1988 design rules comprise 30 SQA credits (these preceded the SCQF). SQA credits were based on a notional 80 hours of teaching and learning,

including independent study. Prior to modernising all HNDs, a few were developed under pilot rules. These were comprised of 30 SQA credits, four of which were Integrated Assessments. All HNDs have been revised using the 2003 design principles and the SCQF and these are comprised of 240 SCQF credit points. 24 credits of these graded units – one worth eight SCQF credit points at SCQF Level 7 plus 16 SCQF credits at SCQF Level 8 (the 16 credits can comprise one large graded unit or two single equally sized graded units). In the revised HNDs, Core Skills may be signposted and/or embedded. It should be noted that a double credit graded unit will only be certificated with a single grade. Where three graded unit grades are considered by a HEP for offer-making, the 16 SCQF credit graded unit should be taken as a 'duplicate grade', i.e. 'AA' instead of simply 'A' for the purpose of clarification and equity.

ASSESSMENT METHOD:

HNDs are internally assessed and externally verified.

EXAMINATION TIMING:

Flexible, but full-time college students normally complete HNDs in June.

DATE OF RESULT PUBLICATION:

Flexible, but full-time college students normally receive results in July. Group award results are also issued weekly. Group Award results are reported to UCAS along with the annual diet of results, but only the achievement of the Group Award is reported as a "Pass". SQA plans to report the result of graded units to UCAS in the future.

GRADING SYSTEM:

HND Group Awards developed under the 1988 design rules comprise units which are awarded at Pass or Merit. HNCs developed under the pilot design rules contain four credits of Integrated Assessments, which are graded A, B or C. HNDs developed under the 2003 design principles contain graded units – one worth eight SCQF credit points at SCQF Level 7 plus 16 SCQF credits at SCQF Level 8 (the 16 credits can comprise one double credit graded unit or two single credit graded units) each of which will be graded A, B, or C. It should be noted that in rare circumstances some applicants who present the current HNCs may offer a mix of old units (graded Pass or Merit) and current (ungraded) HN units.

QUALITY ASSURANCE:

Subject to SQA's system of quality assurance. See *Guide to Assessment*, which is available on SQA's website at www.sqa.org.uk/files_ccc/25GuideToAssessment.pdf

PROGRESSION/ARTICULATION:

HNDs are designed and validated at SCQF Level 8. As such, students may progress to degree courses or employment. HEPs make their own decisions on the specific credit to be granted and many articulation agreements exist between FE colleges and HEPs. Direct entry to year three of a degree programme is possible at some universities.

Other Scottish qualifications

Awards

SCQF LEVEL:

Levels 1-12

BACKGROUND:

Awards are small flexible qualifications which are intended to provide the learner with a variety of practical skills and knowledge. Suitable for any type of learner, Awards are designed to address and provide proof of specific skills.

SQA offers a range of Awards from Safe Road User to Personal Achievement. Of particular interest to admissions tutors might be the Award in Volunteering Skills, which provides formal recognition of volunteering activity, and the Leadership Award which is endorsed by the Chartered Management Institute.

DATE OF FIRST TEACHING:

2009

DATE OF FIRST AWARD:

2010

NUMBER OF UNITS/STRUCTURE:

Structure varies depending on Award. For more information, please see the Awards page on SQA's website: www.sqa.org.uk/sqa/41280.html

ASSESSMENT METHOD:

Internally assessed and externally verified by SQA. Assessment is criterion referenced against specified standards.

EXAMINATION TIMING:

Flexible

DATE OF RESULT PUBLICATION:

Flexible

GRADING SYSTEM:

Ungraded. Achievement is certificated as a 'Pass'.

QUALITY ASSURANCE:

Subject to SQA's system of quality assurance. See Guide to Assessment, which is available on SQA's website at www.sqa.org.uk/files_ccc/25GuideToAssessment.pdf

PROGRESSION/ARTICULATION:

Please see the Awards page on SQA's website at: www.sqa.org.uk/sqa/41280.html for details on progression from individual Awards.

National Certificate Group Awards

SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK LEVEL:

Level is dependent on the component parts of the award

BACKGROUND:

National Certificate Group Awards were validated by SQA and were the forerunner to the newer National Certificates, which were developed and validated using the SCQF level descriptors. This qualification was designed to provide national recognition for specified groupings of Units which form coherent programmes of study.

DATE OF FIRST TEACHING:

First introduced in session 1991/2

DATE OF FIRST AWARD:

1992

PREREQUISITES:

Entry was at the discretion of the centre.

NUMBER OF UNITS/STRUCTURE:

The number of Units in a National Certificate Group Award was subject to the specific qualification.

ASSESSMENT METHOD:

Subject to the requirements of the component parts of the award, but normally internally assessed and externally verified.

EXAMINATION TIMING:

Assessment was ongoing throughout the year.

DATE OF RESULT PUBLICATION:

Ongoing throughout the year on a weekly basis.

GRADING SYSTEM:

Ungraded. Achievement was certificated as a 'Pass'.

QUALITY ASSURANCE:

Subject to SQA's system of quality assurance. See Guide to Assessment, which is available on SQA's website at www.sqa.org.uk/files_ccc/25GuideToAssessment.pdf

PROGRESSION/ARTICULATION:

National Certificate Group Awards offered progression to SVQs and HNCs/HNDs.

National Qualification Group Awards (NQGAs)

National Qualification Group Awards (NQGAs) is the term which encompasses two types of non-advanced Group Awards – small, flexible National Progression Awards (NPAs) and larger, fixed-credit National Certificates (NCs). Both NPAs and NCs provide those preparing for work with opportunities to develop skills sought after by employers.

National Certificates

QUALIFICATION ABBREVIATION:

NC

SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK LEVEL:

Level is dependent on the component units of the award, but National Certificates are available at SCQF Levels 2-6.

SCQF CREDIT VALUE:

SCQF Level 2 and 3 – 54 credit points (minimum) (540 NLH)
SCQF Level 4, 5 and 6 – 72 credit points (minimum) (720 NLH)

BACKGROUND:

National Certificates are principally aimed at 16-18-year-olds and adults in full-time education, usually in a further education college, and are linked to National Occupational Standards, as appropriate to the group award area. They normally provide opportunities for candidates to develop all five Core Skills.

DATE OF FIRST TEACHING:

2005

DATE OF FIRST AWARD:

2006

PREREQUISITES:

Entry is at the discretion of the centre.

NUMBER OF UNITS/STRUCTURE:

The number of units in a National Certificate is subject to the specific qualification and the SCQF level.

ASSESSMENT METHOD:

Subject to the requirements of the units that make up the award, but normally internally assessed and externally verified.

EXAMINATION TIMING:

Assessment is ongoing throughout the year.

DATE OF RESULT PUBLICATION:

Ongoing throughout the year on a weekly basis.

GRADING SYSTEM:

Ungraded. Achievement is certificated as a 'Pass'.

TARIFF POINTS:

National Certificates at SCQF level 6 carry UCAS Tariff points for entry to higher education.

Please refer to the Tariff section of the UCAS website for a list of which subjects are included in each group along with the Tariff points: www.ucas.com/how-it-all-works/explore-your-options/entry-requirements/tariff-tables/Scottish-National-certs

QUALITY ASSURANCE:

Subject to SQA's system of quality assurance. See *Guide to Assessment*, which is available on SQA's website at www.sqa.org.uk/files_ccc/25GuideToAssessment.pdf

PROGRESSION/ARTICULATION:

National Certificates offer progression to SVQs, and HNCs/HNDs.

National Progression Awards (NPA)

QUALIFICATION ABBREVIATION:

NPA

SCQF LEVEL:

Level 2-6

SCQF CREDIT VALUE:

12 credit points (minimum) (120 NLH)

BACKGROUND:

National Progression Awards are designed to assess a defined set of skills and knowledge in specialist vocational areas, and are mainly used by colleges for short programmes of study. They are aligned to National Occupational Standards or other professional or trade body standards, as appropriate to the Group Award.

DATE OF FIRST TEACHING:

First introduced in session 2006/07.

DATE OF FIRST AWARD:

2007

PREREQUISITES:

Entry is at the discretion of the centre.

NUMBER OF UNITS/STRUCTURE:

Number of units can vary. However, there must be a minimum of 12 SCQF credit points.

ASSESSMENT METHOD:

Subject to the requirements of the component parts of the award, but normally internally assessed and externally verified.

EXAMINATION TIMING:

Assessment is ongoing throughout the year.

DATE OF RESULT PUBLICATION:

Ongoing throughout the year on a weekly basis.

GRADING SYSTEM:

Ungraded. Achievement is certificated as a 'Pass'.

TARIFF POINTS:

Only one NPA is currently Tariff-rated – NPA in PC Passport Advanced Level (at SCQF Level 6). The Tariff points are as follows:

Grade	Tariff points
Pass	45

For more information about the UCAS Tariff, please see Appendix B.

QUALITY ASSURANCE:

Subject to SQA's system of quality assurance. See *Guide to Assessment*, which is available on SQA's website at www.sqa.org.uk/files_ccc/25GuideToAssessment.pdf.

PROGRESSION/ARTICULATION:

National Progression Awards offer progression to SVQs, and HNCs/HNDs.

Professional Development Awards (PDA)

QUALIFICATION ABBREVIATION:

PDA

SCQF LEVEL:

SCQF Levels 6–12. Some legacy PDAs developed under the old design rules were revised under the new design principles or were phased out by December 2010. The old awards operate under the titles Certificate, Advanced Certificate, Diploma, and Advanced Diploma and in many cases have not been SCQF credit rated, as they pre-dated the SCQF.

The SCQF level is subject to the level of the Units that comprise the PDA

SCQF CREDIT VALUE:

SCQF Level 6 – 12 credit points (minimum) (120 NLH)
SCQF Levels 7-12 – 16 credit points (minimum) (160 NLH)

In reality, some PDAs are large group awards which can represent 120 SCQF credits (1200 NLH) or greater.

BACKGROUND:

The PDA Modernisation Project (January 2007 until December 2010) involved revising all existing PDAs according to the new design principles.

Professional Development Awards (PDAs) are developed in partnership with key stakeholders and designed to ensure that they are more flexible in terms of size, delivery and assessment. They maintain a fitness for purpose that attends to the needs of rapidly evolving industrial practice and employer and employee skills needs. They are delivered in Scotland's colleges, by private education and training providers (ETPs), in some higher education providers (HEPs) and can also be delivered by employers with SQA approval status. PDAs are also available at SCQF Level 9 and above, to offer industry high-level CPD for current and prospective staff; specialised enskilling for graduates; and alternative – work-related/based – higher education progression for successful HND and Modern Apprenticeship (SVQ level 4) candidates. Smaller PDAs can sometimes be found embedded in other Group Awards, such as HNC/HNDs, or can be large enough to embed an HNC within it.

DATE OF FIRST TEACHING:

First introduced in session 1997/8.

PREREQUISITES:

Entry is at the discretion of the centre.

NUMBER OF UNITS/STRUCTURE:

PDAs comprise a coherent group of Higher National Units, SVQ Units or National Units or a combination of these. The design principles for PDAs determine that they will be:

- available at SCQF Levels 6–12
- made up of a minimum of two Units with a minimum credit value of 12 SCQF credit points at level 6, and 16 SCQF credit points at levels 7–12. There is no mandatory requirement for graded assessment or the inclusion of Core Skills
- based on National Occupational Standards, or other professional body standards, as appropriate to the Group Award area.

ASSESSMENT METHOD:

Normally continuous assessment and increasingly work-based.

EXAMINATION TIMING:

Subject to requirements of component parts of the PDA.

DATE OF RESULT PUBLICATION:

Ongoing throughout the year on a weekly basis.

GRADING SYSTEM:

Mostly ungraded, but where grading is involved, subject to requirements of component parts of the PDA.

QUALITY ASSURANCE:

Subject to SQA's system of quality assurance. See *Guide to Assessment*, which is available on SQA's website at www.sqa.org.uk/files_ccc/25GuideToAssessment.pdf.

PROGRESSION/ARTICULATION:

PDAs are designed to help career entry, career development or career enhancement, or they may help facilitate career change. However, HE may consider them for entry to degree programmes – particularly those designed for post-HND progression, along with the experience and other qualifications held by the applicant.

Scottish Progression Awards (SPA)

SPAs have been gradually replaced by National Progression Awards (NPAs) and National Certificates (NCs). Only one SPA, Rural Skills at SCQF Level 5, remains.

QUALIFICATION ABBREVIATION:

SPA

SCQF LEVEL:

Normally, levels 3–8. SCQF level is subject to the level of the units which comprise the SPA.

BACKGROUND:

Designed to provide the underpinning knowledge and enable progression to Scottish Vocational Qualifications (SVQ).

DATE OF FIRST TEACHING:

First introduced in session 1998/9.

PREREQUISITES:

Entry is at the discretion of the centre.

NUMBER OF UNITS/STRUCTURE:

The number of Units in a SPA is subject to the specific qualification. SPAs can comprise a group of SVQ units, a group of National or Higher National Units, or a combination of these. Assessment is subject to units that comprise the qualification.

ASSESSMENT METHOD:

Subject to the requirements of the component parts of the SPA.

EXAMINATION TIMING:

Assessment is flexible to meet candidate needs.

DATE OF RESULT PUBLICATION:

Ongoing throughout the year.

QUALITY ASSURANCE:

Subject to SQA's system of quality assurance. See *Guide to Assessment*, which is available on SQA's website at www.sqa.org.uk/files_ccc/25GuideToAssessment.pdf.

PROGRESSION/ARTICULATION:

Candidates normally progress to a full SVQ or other training programme.

Scottish Vocational Qualifications (SVQ)

QUALIFICATION ABBREVIATION:

SVQ

SCQF LEVEL*:

SVQ 1 – SCQF Level 4, SVQ 2 – SCQF Level 5, SVQ 3 – SCQF Levels 6-7, SVQ 4 – SCQF Levels 8-9, SVQ 5 – SCQF Level 11

*For several SVQs the levelling to the SCQF has not yet occurred, so the levels are notional. The notional positioning of SVQs on the SCQF gives a broad indication of their place within it. As in most group awards, SVQs are likely to be made up of units at a number of levels. As their position on the SCQF is refined, it is likely that some SVQs will be aligned to more than one SCQF level. SVQs are being credit rated to the SCQF on an ongoing basis.

SCQF CREDIT VALUE:

Variable

BACKGROUND:

SVQs are at five levels based on skills and competences required to do a job or range of jobs in a specific industry, from basic operative to senior management. These levels do not correspond with SCQF levels. They are analogues of NVQs in the rest of the UK.

DATE OF FIRST TEACHING:

First introduced in 1990.

PREREQUISITES:

Appropriate workplace experience.

NUMBER OF UNITS/STRUCTURE:

SVQs are unit-based and are assessed in the workplace or in simulated workplace conditions.

ASSESSMENT METHOD:

SVQs incorporate National Occupational Standards identified by Sector Skills Councils (SSCs) (previously National Training Organisations (NTOs)). Although the focus is on performance, the importance of underpinning knowledge and understanding, particularly at the higher levels, is now well recognised and, following major reviews, steps have been taken to make these requirements more explicit.

EXAMINATION TIMING:

Assessment is flexible to meet candidate needs.

DATE OF RESULT PUBLICATION:

Ongoing throughout the year on a weekly basis.

GRADING SYSTEM:

Not graded.

QUALITY ASSURANCE:

Accredited by SQA Accreditation and offered by a range of bodies, including SQA Awarding Body. See *Guide to Assessment*, which is available on SQA's website at www.sqa.org.uk/files_ccc/25GuideToAssessment.pdf.

PROGRESSION/ARTICULATION:

SVQ 3 and 4 may be used for entry to HE with or without advanced standing, sometimes in association with Recognition of Prior Learning (RPL). SVQs 4 and 5 might be used for entry to higher degrees and are sometimes offered in HE as part of postgraduate programmes. Some colleges and HEPs in Scotland combine HNC/HND, degree or postgraduate programmes with SVQs at various levels to ensure students have a broader experience of both academic and work-based activities. SVQs may be embedded in HE programmes such as HNC or HND and will be certificated accordingly. SVQ 2 and 3 or alternative competency-based qualifications (CBQs) are mandatory components of a Modern Apprenticeship in Scotland. SVQ 4 or above (or alternative competence-based qualifications) can contribute to a Technical or Professional Apprenticeship.

Phased Out Qualifications

As part of a phased programme, National Qualifications have replaced SCE Highers, Certificate of Sixth Year Studies (CSYS), General Scottish Vocational Qualifications (GSVQs), Scottish Group Awards (SGAs) and other Units and groupings of Units and modules. A number of applicants will only offer the National Qualifications, while others – most likely mature applicants – will offer some combination of old and new qualifications. A useful explanatory summary of historic changes to Scottish secondary qualifications is available at www.scqf.org.uk (select 'Resources' and then 'Old vs New').

Certificate of Sixth Year Studies (CSYS)

The final sitting of examinations for the CSYS was summer 2001, except for CSYS English, which was summer 2002.

CSYS was intended to encourage pupils who had obtained a Higher pass in a subject in fifth year to pursue independent study in selected areas of that subject in sixth year. However, the uptake of CSYS was limited. In most subjects, there was a fairly wide range of options, and candidates were required to work on individual projects and lines of enquiry.

There were five grades: A, B, C, D and E, which were broadly comparable to the same grades at GCE A level. Some pupils with four or five good Highers studied up to three CSYS subjects in sixth year, with many combining CSYS and additional Highers.

Grade (previously known as Ranking)	Band
A	1
B	2
C	3
D	4
E	5
No award	6

Reporting:

Grades A, B, C (pass grades) were reported to both centres and candidates.

General Scottish Vocational Qualifications (GSVQ)

GSVQs were replaced by Scottish Groups Awards (SGAs). SGAs began to replace GSVQs from the start of session 1999/2000 with no further certification of GSVQs after 30 September 2004.

GSVQs were broadly based group awards leading to employment and to FE and HE. Level 3 awards (pre-SCQF, but comparable to SCQF Level 6) were designed to help enable progression to HE and were of particular interest to admissions tutors.

These group awards were made up of specified numbers of mandatory and optional National Units (previously National Certificate Modules), with the balance between mandatory and optional varying according to the award area. The mandatory element included core skills

(the analogue of key skills in the rest of the UK). GSVQ candidates were also required to pass an integrated assessment, which was used to distinguish two levels of achievement: Pass and Merit.

National Certificate Modules

National Certificate Modules were replaced by, or converted into, National Units.

National Certificate Modules were introduced in 1984/5 when non-advanced vocational qualifications in Scotland were modularised. Modules were offered in schools, colleges, community education and training centres. Candidates were assessed against outcomes and performance criteria to ensure national standards, and all centres were subject to external moderation and other quality assurance requirements.

Some modular programmes count towards the general entrance requirements of some HEPs. In particular, certain groups of modules are recognised as alternatives to Standard Grades and Highers and these recognised groupings are detailed in Recognised Groupings of National Certificate Modules, published by SQA.

National Certificate Modules were used by the three Scottish Wider Access Programme (SWAP) consortia to build access programmes tailored to meet the admissions requirements of HE. Some institutions also had agreements with local schools and colleges which recognised particular groupings of modules for entry to specified HNC, HND and degree programmes.

Scottish Group Awards (SGA)

SGAs were replaced by National Progression Awards (NPAs) and National Certificates and have not been available since July 2010.

SGAs were introduced in 1999 and were made up of National Courses, National Units and Core Skills, which fitted together to make a balanced and coherent programme of study, normally lasting a year for full-time students and longer for part-time students. Untitled or general SGAs were available at all levels. At Int 2 and Higher, named SGAs (e.g. Arts, Sciences, Business, Technology) were also available.

There was a minimum credit and Core Skills requirement for all named and general SGAs. SGAs at Advanced Higher required 20 SQA unit credits (pre-SCQF), plus Core Skills profile at specified levels; SGAs at Higher required 20 SQA unit credits, plus Core Skills profile at specified levels; SGAs at Int 1 and Int 2 required 16 SQA unit credits, plus Core Skills profile at specified levels.

SGAs were designed to provide progression to FE and HE and employment. Higher and Advanced Higher SGAs would have been of particular interest to admissions tutors as they demonstrated that candidates had achieved success over a coherent programme of subjects and in the five Core Skills.

Scottish Certificate of Education (SCE) Highers

The final sitting of examinations for SCE Highers was summer 2001, with the exception of SCE Higher English, where the final diet of examinations for resit/two-year candidates was 2002.

Bands and grades for SCE Highers are as follows.

Grade (previously known as Band)	Band (previously known as Range)	Scaled Mark
A	1	90–100
A	2	85–89
A	3	80–84
A	4	75–79
A	5	70–74
B	6	65–69
B	7	60–64
C	8	55–59
C	9	50–54
D	10	45–49
D	11	40–44
-	12	35–39
-	13	30–34
-	14	0–29

Reporting:

- Grades A, B, C (pass grades) and D were reported to the candidates
- The Band was reported to the centre.

Certificates and other supporting evidence likely to be offered by applicants

Relevant contact information is given in Appendix A.

Scottish Qualifications Certificate (SQC)

The Scottish Qualifications Certificate (SQC) is a candidate's record of achievement in group awards, National Courses, National Units, Core Skills, Higher National Units, Workplace-assessed Units and SCQF credits. Since January 2000, the SQC has replaced the SCE, CSYS and RET issued by SQA's predecessor bodies, the Scottish Examination Board (SEB) and the Scottish Vocational Education (SCOTVEC).

The SQC package includes the following:

- Summary of Attainment – a cumulative record of all group awards, Courses and stand-alone units a candidate has achieved since 1994
- Detailed Record of Attainment – lists all the qualifications a candidate has achieved since last issued with a certificate
- Profiles – this section shows a candidate's current achievements in Core Skills and SCQF credits.

Qualifications of particular interest to admissions tutors, such as National 4 and 5, Standard Grade, Intermediate 1 and 2, Higher and Advanced Higher, are recorded on the SQC. In the case of National Qualifications, the Detailed Record of Attainment, which lists current achievements linked to each examination diet, may prove particularly helpful.

Commemorative Certificates

Commemorative certificates are issued marking the completion of group awards. Thus, for example, a candidate completing a group award such as a National Certificate, NPA, HNC, HND, SVQ or Scottish Baccalaureate receives a commemorative certificate recognising that achievement. In each case, details of all component Units of the Courses or group awards are listed on the SQC.

Scottish Certificate of Education (SCE)

This has been replaced by the SQC. The Scottish Certificate of Education (SCE) recorded candidates' achievements in Standard Grades, Highers and Short Courses prior to January 2000.

Certificate of Sixth Year Studies (CSYS)

This has been replaced by the SQC. It recorded successes in CSYS Courses prior to January 2002.

Record of Education and Training (RET)

This has been replaced by the SQC. The RET recorded all National Certificate Modules, Higher National Units and Workplace Assessed Units, and group awards based on these modules and units, prior to January 2000.

Certificates awarded by the Scottish Vocational Education Council's (SCOTVEC) predecessor bodies: Scottish Business Education Council (SBEC) and Scottish Technical Education Council (STEC)

Information on certificates issued by SCOTBEC and SCOTEC is available from SQA.

SUPPORTING EVIDENCE FOR ENTRY TO HIGHER EDUCATION

At interview and in correspondence, applicants may refer to some of the information in the following sections.

Progress File

The Progress File replaced the National Record of Achievement (NRA), which was introduced in February 1991 to provide one common, nationally recognised format to summarise individuals' experiences and achievements and help them plan future developments. The Progress File is designed to support lifelong learning and help people to plan their personal development and future education and career. For updated information about the Progress File in Scotland, please refer to the entry for 'Progress File' in the 'Phased Out Qualifications' section for England, Wales and Northern Ireland.

National Record of Achievement (NRA)

The NRA was replaced by the Progress File.

Young Enterprise Scotland

Young Enterprise Scotland develops the enterprise skills of students aged 15 to 19, providing them with the opportunity of forming and running their own companies. The Young Enterprise Scotland examination is an assessment of competence in work experience, with questions related to the business excellence model.

Modern Apprenticeships in Scotland

In Scotland, Modern Apprenticeships (MAs) were first developed in 1994. They continue to be developed and reviewed by employer-led partnerships. MAs are designed to meet skill requirements of all sectors and prepare workers for a highly skilled environment. They are aimed at those who are capable of achieving an SVQ at level 3 or above.

Scottish Modern Apprenticeships comprise of a sector specific SVQ, Core Skills and in some cases an industry specific component that varies from industry to industry. They may include additional units from other SVQs, industry-specific qualifications, or academic qualifications such as Higher National Certificates and Higher National Diplomas.

The final apprenticeship certificate is presented by the appropriate Sector Skills Council.

Currently, the body responsible for approving MA frameworks in Scotland is the Modern Apprenticeship Group (MAG). MAG comprises members from the following organisations:

- Scottish Government (chair)
- Skills Development Scotland (SDS)
- Scotland's Colleges
- SQA Accreditation
- Scottish Training Federation
- Scottish Trades Union Congress
- SSC Qualifications Group.

Technical and Professional Apprenticeships

Technical and Professional Apprenticeships were developed in response to feedback from the Scottish Government's 'Making Training Better' Consultation in late 2011. They are developed by Sector Skills Councils (SSCs), who consult with employers and key partners in the sector to produce a programme which meets the needs of employers. They are aimed at those who are capable of achieving an SVQ 4 (SCQF Level 8) or above.

Technical Apprenticeships are at SCQF Levels 8/9 and Professional Apprenticeships are at SCQF Levels 10/11/12. Both types of apprenticeship contain the same three basic criteria:

- A relevant SVQ (or alternative competency-based qualification), HN Qualification, professional qualification or other qualification at SCQF Level 8 and above
- Career Skills – the employer and the individual select the appropriate Career Skills units within the agreed thresholds
- Industry specific training.

CAREER SKILLS

Technical Apprentices should complete Career Skills units at SCQF Level 7 or above and achieve a minimum of 15 credits in total. Professional Apprentices should complete Career Skills units at SCQF Level 8 or above and achieve a minimum of 20 credits in total. The units have been grouped under four headings:

- Business Administration
- Management, including Business Continuity Management and Government
- Enterprise
- Customer Service.

The body responsible for approving Technical and Professional Apprenticeship framework in Scotland is the Modern Apprenticeship Group (MAG).

Routes into Higher Education in Scotland

INTRODUCTION

This section describes the main routes into HE in Scotland and related topics, including credit accumulation and transfer using the SCQF.

APPLICANTS FROM SCHOOLS

The new curriculum arrangements are now being phased in. 2014-15 is a transition year in that whilst most applicants will present with the 'new' Higher, some may still present with a mixture of Intermediate 2 and National 5 qualifications. HEPs have adapted their admissions policies to recognise the new curriculum offers and the policies are all found on their websites.

Most applicants from schools will offer some combination of Highers, Advanced Highers and Scottish Baccalaureates. Generally, pupils enter HE at age 18 after six years of secondary education, but a significant minority enter at 17 after only five years in secondary school. Pupils who remain at school for a sixth year may undertake some combination of Advanced Highers and additional Highers, National 5s and/or free-standing National Units.

The entrance requirements of Scottish HEPs will still be generally formulated in terms of passes in Highers. HEPs do give recognition to Advanced Higher, but the recognition given to individual qualifications is decided by individual HEPs and will vary depending on the course or faculty to which entry is sought.

Standard grades have now been discontinued. Intermediate 2s will continue until 2014-2015. Most candidates, however, will now take the replacement qualification, National 5, from 2013-2014.

With the introduction of the new curriculum there is much more flexibility on how students will progress to

achieve the required entry qualifications for HE. Pupils will, in theory, now have much more flexibility as to how to reach the four or five Highers HEPs still require for entry. Variations will depend in part on the ability of the pupil and in part on the school curriculum policy.

Some applicants are expected to bypass National 5s totally (or take one or two only), and study for Highers over S4 and S5 (4th and 5th years). Some, especially in the early stages of the curriculum change, will follow the more 'traditional' course of seven to nine National 5/Intermediate 2 qualifications and then take Highers in S5 and/or S6 (6th year). Patterns of how students will take qualifications is expected to develop in the next few years.

MATURE APPLICANTS AND APPLICANTS FROM FURTHER EDUCATION COLLEGES

HEPs in Scotland recognise the importance and value of making their provision more accessible in a wide variety of ways, and have welcomed mature applicants and applicants from FE colleges with a wide range of qualifications. FE colleges contribute significantly to the provision of HE in Scotland, with a range of HNC and HND programmes from which many progress to degrees in the HE sector.

Mature candidates and applicants from colleges are likely to offer a mixture of old and new Highers, SGAs, National Units, National Certificate Modules, HNCs, HNDs and SVQs. Traditionally, certain groupings of National Certificate Modules have been recognised as an alternative to Standard Grades and Highers for the purposes of entry to certain courses at Scottish HEPs. Detailed information is available from SQA. Contact information is given in Appendix A.

EXAMPLES OF POSSIBLE PROGRESSION ROUTES FOR SCHOOL CANDIDATES

4th year	National 5s	National Courses at Higher	National 5s and National Courses at Higher	National 5s
5th year	National Course at Higher		National Course at Higher	National Courses at Higher
6th year	National Courses at Higher and/or Advanced Higher	National Courses at Advanced Higher/Scottish Baccalaureate	National Course at Advanced Higher	

Scottish Access to Higher Education Programmes, Courses and Pathways

Over the years, access programmes have played an important role in increasing participation in HE in Scotland. In the past, the majority of Scottish Access Programmes were run under the auspices of the Scottish Wider Access Programme (SWAP) and continuing education departments in Scottish HEPs. In recent years, a wider range of institutions, including community education and voluntary organisations, have become involved in provision to create additional pathways to HE. Lifelong learning, social inclusion and increased participation in HE are Scottish Government priorities. Additional pathways to HE have been and are continuing to be developed.

Scottish Wider Access Programme (SWAP)

SWAP Access programmes are designed specifically for adults seeking to progress to higher education. They are one-year programmes developed using National Qualification units which allow entry to a number of degree courses. Students can undertake programmes in Humanities including Primary Education, Science and Technology, Nursing, Health and Medical Studies.

SWAP students who successfully complete their programmes are guaranteed progression to an HNC, HND or degree course. SWAP Access Programmes are delivered mainly in colleges and are recognised by the receiving higher education institutions through local consortium arrangements.

A directory of all SWAP programmes and progression routes is available from partner HEPs. Further information on all the SWAP programmes and progression routes can be obtained from members of the SWAP consortia – SWAP: West and SWAP: East. Contact information is given in Appendix A.

Access Courses Run by Higher Education Providers

A wide variety of access courses are run by individual HEPs and there is rapid development in this area. For example, there are programmes which offer a bridge to degree-level study for adults whose earlier education has been disrupted or adversely affected. In addition, some credit-bearing part-time/short courses offered by HEPs can be used as a route into HE. Summer Schools (see below) provide access for both school-leavers and mature students whose formal qualifications are not a true reflection of their potential. Successful completion in some cases may guarantee a place at the HEP. For details of courses, contact the admissions office at the institution concerned.

Community Education, Voluntary Organisation Routes

Some HEPs and FE colleges have links with informal community-based learning organisations. Many of the

informal learning opportunities can be used as access courses for Community Learning and Development-endorsed qualifications. For further details, contact Communities Scotland. Community Learning work-based routes into HE are also available. For further details, contact Youth Link Scotland. Contact information for Communities Scotland and Youth Link Scotland is given in Appendix A.

Summer Schools

A number of Scottish HEPs operate special entry Summer Schools in order to support greater participation in HE and to assist access for disadvantaged students generally. Special partnership arrangements between institutions and education authorities seek to encourage applications from young people who have the potential to succeed in HE. Some Scottish HEPs have also established Science Enhancement Summer Schools to widen access to Science and Engineering to able students with non-standard entrance qualifications. Information about Summer Schools may be obtained direct from the institutions.

Credit Accumulation and Transfer

The SCQF is the national credit and qualifications framework in Scotland. The SCQF builds on and replaces SCOTCAT.

International Foundation Programme – Scotland (IFPS)

(Prior to September 2003 known as the Scottish International Programme (SIP)).

The programme is an established and recognised course for overseas students hoping to enter Scotland's unique system of higher education.

The purpose of the Foundation Programme is to enable overseas students to obtain the grades needed to enter their chosen courses, by way of the Scottish Qualifications Authority's qualifications and Foundation examinations.

Prospective university students sit SQA Highers and the Foundation English examination during the Academic Summer Programme.

Students who do not achieve all the required Higher grades have the opportunity to take the Foundation examinations. These examinations are accepted by the Scottish institutions of higher education as the equivalent of Highers, and give Foundation students a second opportunity to achieve the necessary grades. Foundation students can enter higher education with a combination of Higher and Foundation results.

The opportunity to upgrade Higher grade results through the Foundation examinations is a special feature of the Foundation Programme, and is available only to Programme students. In effect, it allows Programme students to resit their examinations in the same year as they attempt Highers.

Appendix A – Contact Details

ABC Awards

Robins Wood House
Robins Wood Road
Aspley
Nottinghamshire NG8 3NH

t: 0115 854 1616
f: 0115 854 1617
e: enquiries@abcawards.co.uk
w: www.abcawards.co.uk

AQA

Stag Hill House
Guildford
Surrey GU2 7XJ

t: 0161 953 1180
f: 01483 300 152
e: eos@aqa.org.uk
w: www.aqa.org.uk

Ascentis

Office 4
Lancaster Business Park
Mannin Way
Caton Road
Lancaster LA1 3SW

t: 01524 845 046
f: 01524 388 467
e: development@ascentis.co.uk
w: www.ascentis.co.uk

Associated Board of the Royal Schools of Music

24 Portland Place
London W1B 1LU

t: 020 7636 5400
f: 020 7637 0234
e: abrsm@abrsm.org
w: www.abrsm.org

ASDAN (Award Scheme Development and Accreditation Network)

Wainbrook House
Hudds Vale Road
Bristol BS5 7HY

t: 0117 941 1126
f: 0117 935 1112
e: info@asdan.org.uk
w: www.asdan.org.uk

British Horse Society

Abbey Park
Stareton
Kenilworth
Warwickshire CV8 2XZ

t: 02476 840 508
f: 02476 840 501
e: education@bhs.org.uk
w: www.bhs.org.uk

Cambridge Assessment

1 Hills Road
Cambridge CB1 2EU

t: 01223 553 554
f: 01223 460 278
e: info@cambridgeassessment.org.uk
w: www.cambridgeassessment.org.uk

Cambridge International Examinations

1 Hills Road
Cambridge CB1 2EU

t: 01223 553 554
f: 01223 553 558
e: info@cie.org.uk
w: www.cie.org.uk

Centre for Recording Achievement

104-108 Wallgate
Wigan
Lancashire WN3 4AB

t: 01942 826 761
f: 01942 323 337
w: www.recordingachievement.org

City & Guilds

1 Giltspur Street
London EC1A 9DD

t: 0844 543 0000 (centres)
t: 0844 543 0033 (learners)
f: 020 7294 2413
e: centresupport@cityandguilds.com
w: www.cityandguilds.com

Chartered Banker Institute

Drumsheugh House
38b Drumsheugh Gardens
Edinburgh EH3 7SW

t: 0131 473 7777
f: 0131 473 7788
e: info@charteredbanker.com
w: www.charteredbanker.com

Council for Awards in Care, Health and Education

CACHE Head Office
Apex House
81 Camp Road
St. Albans
Hertfordshire AL1 5GB

t: 0845 347 2123
f: 01727 818618
e: info@cache.org.uk
w: www.cache.org.uk

Council for the Curriculum Examinations and Assessment (CCEA)

29 Clarendon Road
Clarendon Dock
Belfast BT1 3BG

t: 028 9026 1200
f: 028 9026 1234
e: info@ccea.org.uk
w: www.ccea.org.uk

Community Service Volunteers (CSV)

237 Pentonville Road
London N1 9NJ

t: 020 7278 6601
f: 020 7833 0149
e: information@csv.org.uk
w: www.csv.org.uk

Department for Business, Innovation and Skills

1 Victoria Street
London SW1H 0ET

t: 020 7215 5000
e: enquiries@bis.gsi.gov.uk
w: www.bis.gov.uk

Department for Education and Skills (DfES) Wales

Welsh Government
Cathays Park
Cardiff CF10 3NQ

t: 0300 060 3300
e: wag-en@mailuk.custhelp.com
w: www.wales.gov.uk/topics/educationandskills/

Department for Education (DfE)

Sanctuary Buildings
Great Smith Street
London SW1P 3BT

t: 0370 000 2288
f: 01928 738 248
w: www.education.gov.uk

Department of Education Northern Ireland

Rathgael House
Balloo Road
Rathgill
Bangor BT19 7PR

t: 028 9127 9279
e: mail@deni.gov.uk
w: www.deni.gov.uk

Duke of Edinburgh's Award

Gulliver House
Madeira Walk
Windsor SL4 1EU

t: 01753 727 400
f: 01753 810 666
e: info@DofE.org
w: www.DofE.org

Education Development International

International House
Siskin Parkway East
Middlemarch Business Park
Coventry CV3 4PE

t: 024 7651 6500
f: 024 7651 6505
e: enquiries@ediplc.com
w: www.ediplc.com

Engineering Development Trust (EDT)

Weltech Centre
Ridgeway
Welwyn Garden City
Herts AL7 2AA

t: 01707 871 520
e: info@etrust.org.uk
w: www.etrust.org.uk

English Speaking Board (International) Ltd

9 Hattersley Court
Burscough Road
Ormskirk L39 2AY

t: 01695 573 439
e: info@esbuk.org
w: www.esbuk.org

ifs University College

8th Floor
Peninsular House
36 Monument Street
London EC3R 8LJ

t: 01227 818609
f: 01227 784331
e: fcexams@ifsllearning.ac.uk
w: www.ifsllearning.ac.uk

Industrial Careers Foundation

8 Nightingale Place
Buckingham MK18 1UF

t: 01280 812 547
e: geoff@icf.org.uk
w: www.icf.org.uk

Institute of Commercial Management

ICM House
Castleman Way
Ringwood
Hampshire BH24 3BA

t: 01202 490555
f: 01202 490666
e: info@icm.education
w: www.icm.education

International Baccalaureate

Peterson House
Malthouse Avenue
Cardiff Gate
Cardiff CF23 8GL

t: 029 2054 7777
f: 029 2054 7778
e: ibca@ibo.org
w: www.ibo.org

Route des Morillons 15
Grand-Saconnex
Geneva CH-1218
Switzerland

t: +41 22 309 2540
f: +41 22 791 0277
e: ibhq@ibo.org
w: www.ibo.org

International Certificate of Christian Education

Maranatha House
Unit 5
Northford Close
Shrivenham
Swindon SN6 8HL

t: 01793 787 923
f: 01793 783 775
e: icce@christian-education.org
w: www.icce-global.org

LCM Examinations

University of West London
TC326
St Mary's Road
Ealing W5 5RF

t: 020 8231 2364
f: 020 8231 2433
e: lcm.exams@uwl.ac.uk
w: www.uwl.ac.uk/lcmexams

Learning and Skills Improvement Service

Friars House
Manor House Drive
Coventry CV1 2TE

t: 024 7662 7900
e: enquiries@lsis.org.uk
w: www.lsis.org.uk

Learning and Development Education Centre

The GLADE Centre
Resources for Learning, Parkway
Bridgewater
Somerset TA6 4RL

t: 01278 439347
e: glade@glade.org
w: www.glade.org

Malaysian Examinations Council

Persiaran 1
Bandar Baru Selayang,
68100 Batu Caves,
Selangor Darul Ehsan, Malaysia

t: +60 (0)3 6136 9663
f: +60 (0)3 6136 1488
e: ppa@mpm.edu.my
w: webmpm.edu.my/bi.main.php

Malvern College

College Road
Malvern
WR14 3DF

t: 01684 581500
e: enquiries@malverncollege.org.uk
w: www.malverncollege.org.uk

National Assembly for Wales

Cardiff Bay
Cardiff CF99 1NA

t: 0845 010 5500
e: assembly.info@wales.gov.uk
w: www.assemblywales.org

NOCN

The Quadrant
Parkway Business Centre
99 Parkway Avenue
Sheffield S9 4WG

t: 0114 227 0500
f: 0114 227 0501
e: nocn@nocn.org.uk
w: www.nocn.org.uk

NCC Education Ltd

The Towers
Tower Business Park
Wilmslow Road
Didsbury
Manchester M20 2EZ

t: 01614 386 200
f: 01614 386 240
e: customer.service@nccedu.com
w: www.nccedu.com

NCFE

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

t: 0191 239 8000
f: 0191 239 8001
e: info@ncfe.org.uk
w: www.ncfe.org.uk

Ofqual (Office of the Qualifications and Examinations Regulator)

Spring Place
Herald Avenue
Coventry CV5 6UB

t: 0300 303 3344
f: 028 9023 1621
e: info@ofqual.gov.uk
w: www.ofqual.gov.uk

Open University

Walton Hall
Milton Keynes MK7 6AA

t: 01908 274 066
f: 01908 654 914
e: general-enquiries@open.ac.uk
w: www.open.ac.uk

Oxford, Cambridge and RSA Examinations

1 Hills Road
Cambridge CB1 2EU

Vocational Qualifications:

t: 02476 851 509
f: 02476 421 944
e: vocational.qualifications@ocr.org.uk
w: www.ocr.org.uk

General Qualifications:

t: 01223 553998
f: 01223 552627
e: general.qualifications@ocr.org.uk
w: www.ocr.org.uk

Pearson

One90 High Holborn
London WC1V 7BH

t: 0845 618 0440
w: www.pearson.com
w: www.edexcel.com

Prince's Trust

Prince's Trust House
9 Eldon Street
London EC2M 7LS

t: 020 7543 1234
f: 020 7543 1200
e: webinfops@princes-trust.org.uk
w: www.princes-trust.org.uk

Quality Assurance Agency for Higher Education

Southgate House
Southgate Street
Gloucester GL1 1UB

t: 01452 557000
f: 01452 557070
e: enquiries@qaa.ac.uk
w: www.qaa.ac.uk

Scottish Credit and Qualifications Framework

39 St Vincent Place
Glasgow G1 2ER

t: 0845 270 7371
f: 0845 270 7372
e: info@scqf.org.uk
w: www.scqf.org.uk

Scottish Government

St. Andrew's House
Regent Road
Edinburgh EH1 3DG

t: 0300 244 4000
f: 01397 795 001
e: ceu@scotland.gsi.gov.uk
w: www.scotland.gov.uk

Scottish Qualifications Authority

The Optima Building
58 Robertson Street
Glasgow G2 8DQ

t: 0345 279 1000
f: 0345 213 5000
e: customer@sqa.org.uk
w: www.sqa.org.uk

Scottish Wider Access Programme

SWAP West
Glasgow Kelvin College
Stow Campus
43 Shamrock Street
Glasgow G4 9LD

t: 0141 564 7206
e: swapwest@scottishwideraccess.org
w: www.scottishwideraccess.org

SWAP East

34 Buccleuch Place
Edinburgh EH8 9JS

t: 0131 650 6861
e: swapeast@scottishwideraccess.org
w: www.scottishwideraccess.org

SEEC

c/o PO Box 1241
Enfield
Middlesex EN1 9UB

t: 0845 217 7749
e: office@seec.org.uk
w: www.seec.org.uk

Sports Leaders UK

23-25 Linford Forum
Rockingham Drive
Milton Keynes MK14 6LY

t: 01908 689180
f: 01908 393744
e: contact@sportsleaders.org
w: www.sportsleaders.org

TOEFL

ETS Global UK
North London Business Park
Building 3, Office 126
Oakleigh Road South
London N11 1GN

t: 020 3640 7699
f: 0871 978 7521
w: www.uk.etsglobal.org

Trinity College London

Blue Fin Building
110 Southwark Street
London SE1 0TA

t: 020 7820 6100
f: 020 7820 6161
e: info@trinitycollege.co.uk
w: www.trinitycollege.co.uk

UK Commission for Employment and Skills

Renaissance House
Adwick Park
Warth-upon-Dearne
South Yorkshire S63 5NB

t: 01709 774 800
f: 01709 774 801
e: info@ukces.org.uk
w: www.ukces.org.uk

Universities Scotland

Holyrood Park House
106 Holyrood Road
Edinburgh EH8 8AS

t: 0131 226 1111
f: 0131 226 1100
e: info@universities-scotland.ac.uk
w: www.universities-scotland.ac.uk

Universities UK

Woburn House
20 Tavistock Square
London WC1H 9HQ

t: 020 7419 4111
f: 020 7388 8649
e: info@universitiesuk.ac.uk
w: www.universitiesuk.ac.uk

Welsh Joint Education Committee

245 Western Avenue
Cardiff CF5 2YX

t: 029 2026 5000
e: info@wjec.co.uk
w: www.wjec.co.uk

Young Enterprise Scotland

40 Wellington Street
Glasgow
G2 6HJ

t: 0141 2020 650
f: 0141 2020 654
w: www.yes.org.uk

YouthLink Scotland

Rosebery House
9 Haymarket Terrace
Edinburgh EH12 5EZ

t: 0131 313 2488
f: 0131 313 6800
e: info@youthlinkscotland.org
w: www.youthlinkscotland.org

Appendix B – The UCAS Tariff

INTRODUCTION

Admission to higher education courses is generally dependent upon an individual's achievement in Level 3 qualifications, such as GCE A levels, BTEC (QCF) qualifications, the International Baccalaureate and OCR Cambridge Technicals.

There are currently over 3,000 Level 3 (or equivalent) qualifications available in the UK. Different qualifications have different grading structures (alphabetical, numerical or a mixture of both).

The UCAS Tariff is the system for allocating points to qualifications used for entry to HE. It was developed to allow for broad comparisons to be made about a wide range of qualifications by universities and colleges and to help them with their management information.

Universities and colleges can use the UCAS Tariff to make comparisons between applicants with different qualifications. Tariff points are sometimes used in entry requirements, although other factors are often taken into account.

Visit www.ucas.com/how-it-all-works/explore-your-options/entry-requirements/tariff-tables to see which qualifications attract Tariff points and how many points each qualification is awarded.

FURTHER INFORMATION

Although Tariff points can be accumulated in a variety of ways, not all qualifications will be acceptable for entry to a particular HE course. The achievement of a points score does not give an automatic entitlement to entry, and many other factors are taken into account in the admissions process. HEPs are autonomous and set their own entry requirements.

A new Tariff will be implemented for the 2017 admissions cycle, i.e. for students making applications from September 2016 for HE courses starting from September 2017. Information about the new Tariff, including timetables for its implementation and resources for HEPs, applicants, schools and colleges and advisers, will be available on the UCAS website from September 2014.

The UCAS search tool at www.ucas.com is the best source of reference to find out what qualifications are acceptable for entry to specific courses.

HOW DOES THE UCAS TARIFF WORK?

- Qualifications attract UCAS Tariff points as described in the Tariff tables (see above).
- Students can gain UCAS Tariff points based on their qualification achievement.
- Certain qualifications within the UCAS Tariff build on qualifications in the same subject. In these cases some HEPs may only count the Tariff points from the qualification with the higher Tariff score (although this is entirely at the discretion of the provider). For example, this principle may be applied to:
 - GCE Advanced Subsidiary level and GCE Advanced level

- Scottish Highers and Advanced Highers
- speech, drama and music awards at grades 6, 7 and 8.
- Some providers may also restrict the Tariff points they recognise if they perceive a certain level of overlap in content in different subjects or qualifications, for example a provider may not count Tariff points gained through a graded music examination if the applicant also has Music A level.
- Where the Tariff tables refer to specific awarding organisations, only qualifications from these awarding organisations attract Tariff points. Qualifications with a similar title, but from a different qualification awarding organisation do not attract Tariff points.

Further information regarding the specific entry requirements for individual HEPs and courses can be found on the UCAS search tool (search.ucas.com).

HOW DO UNIVERSITIES AND COLLEGES USE THE TARIFF TO SUPPORT ADMISSIONS?

The Tariff provides a facility to help universities and colleges when expressing entrance requirements and when making conditional offers.

Not all universities and colleges use the UCAS Tariff. Most prefer to express their entry requirements and make offers in terms of qualifications and grades rather than in Tariff points. Around one third of course entry requirements make reference to the Tariff.

For the minority of courses that refer to UCAS Tariff points in their entry requirements, there are different approaches:

- some list their entry requirements and make offers using only Tariff points – with no reference to specific qualifications or grades
- some ask for specific qualifications and a set number of Tariff points
- some link the Tariff points required to specific qualifications and grades.

Below are some examples of how Tariff points may be used in offers:

- 280 Tariff points: A levels, Scottish Highers. BTEC National Diplomas are acceptable qualifications
- 280 Tariff points: points from keys skills, General Studies A level, AS and CoPE will not be considered
- 280 Tariff points gained from at least three A levels or equivalent 18-unit qualifications
- 280 Tariff points including A levels in chemistry and biology
- 280 Tariff points, including at least grade B and C at A level
- 280 Tariff points, including 120 points in Chemistry A level.

Appendix C – GCSE Subject Availability

Details about individual specifications are available from the relevant awarding bodies.

Title	Awarding Body
Additional Applied Science	AQA OCR WJEC
Additional Science	AQA Pearson Edexcel WJEC
Additional Science A	OCR
Additional Science B	OCR
Additional Science M (Modular)	AQA
Agriculture and Land Use	CCEA
Ancient History	OCR
Ancient History (Short Course)	OCR
Applications of Mathematics (Pilot)	Pearson Edexcel OCR WJEC
Applications of Mathematics	AQA
Applied Art and Design (Double Award)	AQA OCR WJEC
Applied Business	CCEA Pearson Edexcel ICAAE OCR WJEC
Applied Business (Double Award)	AQA Pearson Edexcel ICAAE OCR WJEC
Applied ICT A (Double Award) (Specification A)	CCEA
Applied Science (Double Award)	AQA CCEA OCR WJEC
Arabic	Pearson Edexcel
Arabic: Spoken Language (Short Course)	Pearson Edexcel
Arabic: Written Language (Short Course)	Pearson Edexcel
Art and Design	AQA CCEA Pearson Edexcel OCR WJEC
Art and Design (Short Course)	AQA Pearson Edexcel
Astronomy	Pearson Edexcel
Bengali	AQA
Bengali: Spoken Language (Short Course)	AQA
Bengali: Written Language (Short Course)	AQA
Biblical Hebrew	OCR
Biology	AQA CCEA Pearson Edexcel WJEC
Biology A	OCR
Biology B	OCR
Biology M (Modular)	AQA
Business and Communication Systems	AQA CCEA OCR
Business Communications	Pearson Edexcel
Business Studies	AQA CCEA Pearson Edexcel OCR WJEC
Business Studies (Short Course)	AQA Pearson Edexcel
Business Studies and Economics	Pearson Edexcel
Catering	WJEC
Chemistry	AQA CCEA Pearson Edexcel WJEC
Chemistry A	OCR
Chemistry B	OCR
Chemistry M (Modular)	AQA
Chinese	Pearson Edexcel
Chinese: Spoken Language (Short Course)	Pearson Edexcel
Chinese: Written Language (Short Course)	Pearson Edexcel
Chinese (Mandarin)	AQA
Chinese (Mandarin): Spoken Language (Short Course)	AQA
Chinese (Mandarin): Written Language (Short Course)	AQA
Citizenship Studies	AQA Pearson Edexcel OCR
Citizenship Studies (Short Course)	AQA Pearson Edexcel OCR
Classical Civilisation	AQA OCR
Classical Civilisation (Short Course)	AQA OCR
Classical Greek	OCR
Classical Greek (Short Course)	OCR
Computer Science	AQA Pearson Edexcel WJEC
Computing	OCR
Construction and the Built Environment	CCEA
Contemporary Crafts	CCEA
Cymraeg	WJEC
Cymraeg Ail Iaith	WJEC
Cymraeg Ail Iaith (Short Course)	WJEC
Cymraeg Ail Iaith Cymhwysol	WJEC
Cymraeg Ail Iaith Cymhwysol (Short Course)	WJEC

Title	Awarding Body
Dance	AQA
Design and Technology	OCR
Design and Technology (Short Course)	AQA OCR
Design and Technology: Electronic Products	AQA Pearson Edexcel
Design and Technology: Food Technology	AQA Pearson Edexcel WJEC
Design and Technology: Graphic Products	AQA Pearson Edexcel WJEC
Design and Technology: Product Design	AQA OCR WJEC
Design and Technology: Product Design (Short Course)	OCR
Design and Technology: Resistant Materials Technology	AQA Pearson Edexcel WJEC
Design and Technology: Systems and Control Technology	AQA WJEC
Design and Technology: Textiles Technology	AQA Pearson Edexcel WJEC
Digital Communication (Pilot)	Pearson Edexcel
Drama	AQA CCEA Pearson Edexcel OCR WJEC
Dutch	OCR
Dutch: Spoken Language (Short Course)	OCR
Dutch: Written Language (Short Course)	OCR
Economics	AQA CCEA OCR
Economics (Short Course)	AQA
Electronics	AQA WJEC
Engineering	AQA CCEA OCR
Engineering (Double Award)	AQA Pearson Edexcel OCR
English	AQA CCEA Pearson Edexcel OCR WJEC
English Language	AQA CCEA Pearson Edexcel OCR WJEC
English Literature	AQA CCEA Pearson Edexcel OCR WJEC
Environmental and Land-Based Science	OCR
Environmental Science	AQA
Expressive Arts	AQA OCR
Film Studies (Pilot)	WJEC
French	AQA CCEA Pearson Edexcel OCR WJEC
French: Spoken Language (Short Course)	AQA CCEA Pearson Edexcel OCR
French: Written Language (Short Course)	AQA CCEA Pearson Edexcel OCR
Further Additional Science	AQA Pearson Edexcel
Further Additional Science A	OCR
Further Additional Science B	OCR
Further Mathematics	CCEA
Gaeilge	CCEA
General Studies	AQA
Geography	CCEA
Geography (Short Course)	OCR
Geography A	AQA Pearson Edexcel OCR WJEC
Geography A Modular	Pearson Edexcel
Geography B	AQA Pearson Edexcel OCR WJEC
Geology	WJEC
German	AQA CCEA Pearson Edexcel OCR WJEC
German: Spoken Language (Short Course)	AQA CCEA Pearson Edexcel OCR
German: Written Language (Short Course)	AQA CCEA Pearson Edexcel OCR
Greek	Pearson Edexcel
Greek: Spoken Language (Short Course)	Pearson Edexcel
Greek: Written Language (Short Course)	Pearson Edexcel
Gujarati	OCR
Gujarati: Spoken Language (Short Course)	OCR
Gujarati: Written Language (Short Course)	OCR
Health and Social Care	AQA CCEA Pearson Edexcel OCR WJEC
Health and Social Care (Double Award)	AQA CCEA Pearson Edexcel OCR WJEC
History	CCEA WJEC
History A	AQA Pearson Edexcel OCR
History A (Short Course)	AQA
History B	AQA Pearson Edexcel OCR
History B (Short Course)	AQA OCR
Home Economics	CCEA
Home Economics: Child Development	AQA CCEA OCR WJEC
Home Economics: Food & Nutrition	AQA OCR WJEC
Home Economics: Textiles	WJEC
Hospitality	CCEA WJEC
Hospitality and Catering (Double Award)	WJEC
Human Health and Physiology	AQA

Title	Awarding Body
Humanities	AQA OCR WJEC
Information and Communication Technology	AQA CCEA Pearson Edexcel OCR WJEC
Information and Communication Technology (Double Award)	Pearson Edexcel
Information and Communication Technology (Short Course)	AQA CCEA OCR WJEC
Irish	CCEA
Irish Spoken Language (Short Course)	CCEA
Irish Written Language (Short Course)	CCEA
Italian	AQA Pearson Edexcel
Italian: Spoken Language (Short Course)	AQA Pearson Edexcel
Italian: Written Language (Short Course)	AQA Pearson Edexcel
Japanese	Pearson Edexcel
Japanese: Spoken Language (Short Course)	Pearson Edexcel
Japanese: Written Language (Short Course)	Pearson Edexcel
Journalism in the Media and Communications Industry (JMC)	CCEA
Latin	OCR
Latin (Short Course)	OCR
Law	AQA OCR
Learning for Life and Work	CCEA
Leisure and Tourism	AQA CCEA Pearson Edexcel OCR WJEC
Leisure and Tourism (Double Award)	AQA Pearson Edexcel OCR WJEC
Llenyddiaeth Gymraeg	WJEC
Manufacturing	CCEA OCR
Manufacturing (Double Award)	Pearson Edexcel OCR
Mathematics	AQA CCEA WJEC
Mathematics – Linear	WJEC
Mathematics A	Pearson Edexcel OCR
Mathematics B	AQA Pearson Edexcel OCR
Media Studies	AQA OCR WJEC
Media Studies (Double Award)	AQA
Methods in Mathematics	AQA
Methods in Mathematics (Pilot)	Pearson Edexcel OCR WJEC
Modern Hebrew	AQA
Modern Hebrew: Spoken Language (Short Course)	AQA
Modern Hebrew: Written Language (Short Course)	AQA
Motor Vehicle and Road User Studies	CCEA
Moving Image Arts	CCEA
Music	AQA CCEA Pearson Edexcel OCR WJEC
Punjabi	AQA
Punjabi: Spoken Language (Short Course)	AQA
Punjabi: Written Language (Short Course)	AQA
Performing Arts	AQA WJEC
Performing Arts (Double Award)	AQA WJEC
Personal and Social Education (Short Course)	WJEC
Persian	OCR
Persian: Spoken Language (Short Course)	OCR
Persian: Written Language (Short Course)	OCR
Physical Education	AQA CCEA Pearson Edexcel OCR WJEC
Physical Education (Double Award)	AQA
Physical Education (Short Course)	AQA Pearson Edexcel OCR WJEC
Physics	AQA CCEA Pearson Edexcel WJEC
Physics A	OCR
Physics B	OCR
Physics M (Modular)	AQA
Preparation for Working Life (Short Course)	WJEC
Polish	AQA
Polish: Spoken Language (Short Course)	AQA
Polish: Written Language (Short Course)	AQA
Portuguese	OCR
Portuguese: Spoken Language (Short Course)	OCR
Portuguese: Written Language (Short Course)	OCR
Psychology	AQA Pearson Edexcel OCR WJEC
Psychology (Short Course)	AQA
Religious Studies	CCEA Pearson Edexcel
Religious Studies (Short Course)	CCEA Pearson Edexcel
Religious Studies A	AQA OCR WJEC
Religious Studies A (Short Course)	AQA OCR WJEC

Title	Awarding Body
Religious Studies B	AQA OCR WJEC
Religious Studies B (Short Course)	AQA OCR WJEC
Russian	Pearson Edexcel
Russian: Spoken Language (Short Course)	Pearson Edexcel
Russian: Written Language (Short Course)	Pearson Edexcel
Science	CCEA Pearson Edexcel WJEC
Science A	AQA OCR WJEC
Science B	AQA OCR WJEC
Science B (Science in Context)	AQA
Science M (Modular)	AQA
Science (Single Award)	CCEA
Science (Double Award)	CCEA
Sociology	AQA OCR WJEC
Sociology (Short Course)	AQA WJEC
Spanish	AQA CCEA Pearson Edexcel OCR WJEC
Spanish: Spoken Language (Short Course)	AQA CCEA Pearson Edexcel OCR
Spanish: Written Language (Short Course)	AQA CCEA Pearson Edexcel OCR
Statistics	AQA Pearson Edexcel
Technology and Design	CCEA
Turkish	OCR
Turkish: Spoken Language (Short Course)	OCR
Turkish: Written Language (Short Course)	OCR
Urdu	AQA Pearson Edexcel
Urdu: Spoken Language (Short Course)	AQA Pearson Edexcel
Urdu: Written Language (Short Course)	AQA Pearson Edexcel

Appendix D – Discontinued GCSE Subjects (Last Examinations 2002)

The following are the subjects for which the General Certificate of Secondary Education (GCSE) examinations were available for examination until 2002.

A GCSE Combined Subject Syllabus consists of two related constituent subjects, which provide the basis for a single award GCSE. Some awarding bodies offered more than one syllabus in certain subjects.

Qualification Title	Notes	Awarding Body
Accounting		WJEC
Additional Mathematics		CCEA
Agriculture & Horticulture		AQA
Arabic		Edexcel
Art		AQA Edexcel OCR WJEC
Art: Unendorsed		AQA
Art: Ceramics		Edexcel
Art: Craft Studies		Edexcel
Art: Critical & Historical Studies		Edexcel
Art: Drawing & Painting		AQA Edexcel OCR WJEC
Art: Graphics		AQA Edexcel OCR WJEC
Art: Photography		AQA Edexcel OCR WJEC
Art: Printmaking		Edexcel
Art: Sculpture		Edexcel
Art: Textiles		AQA Edexcel OCR WJEC
Art: Three Dimensional Design		AQA Edexcel OCR WJEC
Astronomy		Edexcel
Bengali		AQA
Biblical Hebrew		Edexcel
Business Studies	In association with NDETF	Edexcel OCR
Business Studies & Economics	Nuffield – BP	Edexcel
Communication Studies		AQA
Critical Studies in Art & Design		Edexcel
Design & Technology		AQA OCR
Design & Technology: Automotive Studies		OCR
Design & Technology: Electronic Products		Edexcel
Design & Technology: Food Technology		WJEC
Design & Technology: Graphic Products		WJEC
Design & Technology: Resistant Materials Technology		WJEC
Design & Technology: Systems & Control Technology		WJEC
Design & Technology: Textiles Technology		WJEC
Drama & Theatre Arts		AQA
Economics		Edexcel WJEC
English	(+ grade for Speaking and Listening)	AQA CCEA Edexcel OCR WJEC
English	English Post-16	AQA Edexcel
Environmental Studies		AQA
Geography	Syllabuses A & B	AQA Edexcel
Geography	Syllabus B Joint Syllabus (Avery Hill)	OCR WJEC
Geography	Syllabus C (Bristol Project)	OCR
German	Modular	CCEA Edexcel OCR WJEC
Greek (Classical)		AQA OCR WJEC
Health Studies		OCR
History	Syllabus A	AQA Edexcel WJEC
History	Syllabus B	AQA WJEC
History	Syllabus C	AQA Edexcel WJEC
History	Syllabus E (Themes of British & World History)	Edexcel
Home Economics		CCEA
Home Economics: Consumer Studies		AQA
Home Economics: Textiles		OCR
Information Studies		Edexcel OCR
Information Systems		CCEA
Information Technology		AQA Edexcel OCR WJEC
Keyboarding Applications		WJEC
Latin	Syllabus B (School Classics Project)	OCR
Mathematics	Syllabuses A & B	AQA CCEA Edexcel OCR WJEC
Mathematics	MEI	OCR
Mathematics	Modular	AQA
Mathematics	SMP 11-16	OCR
Mathematics	SMP Graduated Assessment	OCR
Music		Edexcel
Nautical Studies		AQA

Qualification Title	Notes	Awarding Body
Office Applications		AQA
Physical Education: Games		Edexcel
Politics		AQA
Religious Studies		AQA OCR WJEC
Religious Studies	Syllabus A	OCR
Religious Studies	Syllabus B (Judaism)	OCR
Science: Double Award		AQA
Science: Double Award	Combined	CCEA Edexcel WJEC
Science: Double Award	Syllabus A Co-ordinated	OCR
Science: Double Award	Syllabus B Suffolk	OCR
Science: Single Award		AQA
Science: Single Award	Combined	CCEA Edexcel WJEC
Science: Single Award	Syllabus A Co-ordinated	OCR
Science: Single Award	Syllabus B Suffolk	OCR
Science: Single Award	Syllabus C Salters	OCR
Science: Biology		AQA CCEA OCR WJEC
Science: Biology	Syllabus A	OCR
Science: Biology	Syllabus C Salters	OCR
Science: Biology	Syllabus D Nuffield	OCR
Science: Biology – Human		AQA
Science: Chemistry		AQA CCEA OCR WJEC
Science: Chemistry	Syllabus A	OCR
Science: Chemistry	Syllabus C Salters	OCR
Science: Chemistry	Syllabus D Nuffield	OCR
Science: Electronics		WJEC
Science: Geology		WJEC
Science: Human, Physiology & Health		AQA
Science: Physics		AQA CCEA Edexcel OCR WJEC
Science: Physics	Syllabus A	OCR
Science: Physics	Syllabus C Salters	OCR
Science: Physics	Syllabus D Nuffield	OCR
Science: Rural		OCR
Social Science		OCR WJEC
Urdu		AQA Edexcel
World Development		WJEC

GCSE COMBINED COURSE

Qualification Title	Notes	Awarding Body
Design & Technology & Art		WJEC
Design & Technology & Business Studies		WJEC
Design & Technology & Catering		WJEC
Design & Technology & Electronics		WJEC
Design & Technology & Information Technology		WJEC
Design & Technology (Electronic Products) & Business Studies		AQA OCR
Design & Technology (Food Technology) & Business Studies		AQA OCR
Design & Technology (Graphic Products) & Business Studies		AQA Edexcel OCR
Design & Technology (Resistant Materials Technology) & Business Studies		AQA Edexcel OCR
Design & Technology (Textiles Technology) & Business Studies		AQA Edexcel OCR
Design & Technology (Systems Control) & Business Studies		Edexcel
French & Business Studies		AQA Edexcel OCR
German & Business Studies		AQA Edexcel OCR
Geography & Business Studies		AQA OCR
Geography & History	Syllabus A Schools History Project	OCR
Geography & History	Syllabus B Modern World	OCR
Geography & History	Syllabus C (British Social & Economic)	OCR
Information Technology & Business Studies		AQA Edexcel OCR
Spanish & Business Studies		AQA Edexcel OCR

GCSE SHORT COURSE

Qualification Title	Notes	Awarding Body
Art		AQA OCR
Art	Modular	Edexcel
Art: Drawing & Painting		OCR
Art: Graphics		OCR
Art: Photography		OCR
Art: Textiles		OCR
Art: Three Dimensional Studies		OCR
Design & Technology		AQA OCR WJEC
Design & Technology: Electronic Products		Edexcel
French		OCR
Geography		AQA OCR
Geography	Syllabus B	Edexcel
German		Edexcel OCR
History	Syllabus A	AQA Edexcel
History	Syllabus B	AQA
History	Syllabus C	AQA
History	Syllabus C (British Social & Economic History)	OCR
History	Syllabus D (Schools History Project)	Edexcel
History	Syllabus E (Themes of British & World History)	Edexcel
Information Technology		AQA Edexcel OCR WJEC
Music		Edexcel
Physical Education: Games		Edexcel
Religious Education	Syllabuses A & B	Edexcel OCR WJEC
Religious Education	Syllabuses A & D	AQA
Spanish		CCEA

Appendix E – GCE A level/AS subject availability

For full and up-to-date details of the subject availability for GCE Advanced Subsidiary and Advanced level qualifications visit the Register of Regulated Qualifications on the Ofqual website at <http://register.ofqual.gov.uk>.

Subject	Level	Awarding Body
Accounting	A level	AQA OCR
Accounting	AS	AQA OCR
Anthropology	A level	AQA
Anthropology	AS	AQA
Applied Art and Design	A level	OCR Pearson Edexcel
Applied Art and Design	AS	OCR Pearson Edexcel
Applied Art and Design (Additional) (with AS)	A level	Pearson Edexcel
Applied Art and Design (Double Award)	A level	OCR Pearson Edexcel
Applied Art and Design (Double Award)	AS	OCR Pearson Edexcel
Applied Business	A level	AQA CCEA OCR Pearson Edexcel
Applied Business	AS	AQA CCEA OCR Pearson Edexcel
Applied Business (Additional) (with AS)	A level	AQA Pearson Edexcel
Applied Business (Double Award)	A level	AQA CCEA OCR Pearson Edexcel
Applied Business (Double Award)	AS	AQA CCEA OCR Pearson Edexcel
Applied Business (Double Award) (Pilot)	A level	WJEC
Applied Business (Double Award) (Pilot)	AS	WJEC
Applied Business (Pilot)	A level	WJEC
Applied Business (Pilot)	AS	WJEC
Applied Information and Communication Technology	A level	CCEA OCR Pearson Edexcel
Applied Information and Communication Technology	AS	CCEA OCR Pearson Edexcel
Applied Information and Communication Technology (Additional) (with AS)	A level	Pearson Edexcel
Applied Information and Communication Technology (Double Award)	A level	CCEA OCR Pearson Edexcel
Applied Information and Communication Technology (Double Award)	AS	CCEA OCR Pearson Edexcel
Applied Information and Communication Technology (Double Award) (Pilot)	A level	WJEC
Applied Information and Communication Technology (Double Award) (Pilot)	AS	WJEC
Applied Information and Communication Technology (Pilot)	A level	WJEC
Applied Information and Communication Technology (Pilot)	AS	WJEC
Applied Science	A level	AQA OCR
Applied Science	AS	AQA OCR
Applied Science (Additional) (with AS)	A level	AQA
Applied Science (Double Award)	A level	AQA OCR
Applied Science (Double Award)	AS	AQA OCR
Applied Science (Pilot)	A level	WJEC
Applied Science (Pilot)	AS	WJEC
Arabic	A level	Pearson Edexcel
Arabic	AS	Pearson Edexcel
Archaeology	A level	AQA
Archaeology	AS	AQA
Art and Design	A level	AQA CCEA OCR Pearson Edexcel WJEC
Art and Design	AS	AQA CCEA OCR Pearson Edexcel WJEC
Bengali	A level	AQA
Bengali	AS	AQA
Biblical Hebrew	A level	OCR
Biblical Hebrew	AS	OCR
Biology	A level	AQA CCEA OCR Pearson Edexcel WJEC
Biology	AS	AQA CCEA OCR Pearson Edexcel WJEC
Business Studies	A level	AQA CCEA OCR Pearson Edexcel WJEC
Business Studies	AS	AQA CCEA OCR Pearson Edexcel WJEC
Chemistry	A level	AQA CCEA Pearson Edexcel WJEC
Chemistry	AS	AQA CCEA Pearson Edexcel WJEC
Chemistry A	A level	OCR
Chemistry A	AS	OCR
Chemistry B	A level	OCR
Chemistry B	AS	OCR
Chinese	A level	Pearson Edexcel
Chinese	AS	Pearson Edexcel
Citizenship Studies	A level	AQA
Citizenship Studies	AS	AQA
Classical Civilisation	A level	AQA
Classical Civilisation	AS	AQA
Classics	A level	OCR
Classics	AS	OCR
Communication and Culture	A level	AQA
Communication and Culture	AS	AQA

Subject	Level	Awarding Body
Computing	A level	AQA OCR WJEC
Computing	AS	AQA OCR
Creative Writing	A level	AQA
Creative Writing	AS	AQA
Critical Thinking	A level	AQA OCR
Critical Thinking	AS	AQA OCR
Cymraeg Ail Iaith	A level	WJEC
Cymraeg Ail Iaith	AS	WJEC
Cymraeg Iaith Gyntaf	A level	WJEC
Cymraeg Iaith Gyntaf	AS	WJEC
Dance	A level	AQA
Dance	AS	AQA
Design and Technology	A level	OCR Pearson Edexcel WJEC
Design and Technology	AS	OCR Pearson Edexcel WJEC
Design and Technology: Food Technology	A level	AQA
Design and Technology: Food Technology	AS	AQA
Design and Technology: Product Design (3-D Design)	A level	AQA
Design and Technology: Product Design (3-D Design)	AS	AQA
Design and Technology: Product Design (Textiles)	A level	AQA
Design and Technology: Product Design (Textiles)	AS	AQA
Design and Technology: Systems and Control Technology	A level	AQA
Design and Technology: Systems and Control Technology	AS	AQA
Drama and Theatre Studies	A level	AQA Pearson Edexcel WJEC
Drama and Theatre Studies	AS	AQA Pearson Edexcel WJEC
Dutch	A level	OCR
Dutch	AS	OCR
Economics	A level	AQA CCEA OCR Pearson Edexcel WJEC
Economics	AS	AQA CCEA OCR Pearson Edexcel WJEC
Economics and Business	A level	Pearson Edexcel
Economics and Business	AS	Pearson Edexcel
Electronics	A level	AQA OCR WJEC
Electronics	AS	AQA OCR WJEC
Engineering	A level	Pearson Edexcel
Engineering	AS	Pearson Edexcel
English Language	A level	OCR Pearson Edexcel WJEC
English Language	AS	OCR Pearson Edexcel WJEC
English Language A	A level	AQA
English Language A	AS	AQA
English Language and Literature	A level	OCR Pearson Edexcel WJEC
English Language and Literature	AS	OCR Pearson Edexcel WJEC
English Language and Literature A	A level	AQA
English Language and Literature A	AS	AQA
English Language and Literature B	A level	AQA
English Language and Literature B	AS	AQA
English Language B	A level	AQA
English Language B	AS	AQA
English Literature	A level	CCEA OCR Pearson Edexcel WJEC
English Literature	AS	CCEA OCR Pearson Edexcel WJEC
English Literature A	A level	AQA
English Literature A	AS	AQA
English Literature B	A level	AQA
English Literature B	AS	AQA
Environmental Studies	A level	AQA
Environmental Studies	AS	AQA
Environmental Technology	A level	CCEA
Environmental Technology	AS	CCEA
Film Studies	A level	OCR WJEC
Film Studies	AS	OCR WJEC
French	A level	AQA CCEA OCR Pearson Edexcel WJEC
French	AS	AQA CCEA OCR Pearson Edexcel WJEC
Further Mathematics	A level	AQA CCEA OCR Pearson Edexcel WJEC
Further Mathematics	AS	AQA CCEA OCR Pearson Edexcel WJEC
Further Mathematics (MEI)	A level	OCR
Further Mathematics (MEI)	AS	OCR
General Studies	A level	OCR Pearson Edexcel
General Studies	AS	OCR Pearson Edexcel
General Studies A	A level	AQA
General Studies A	AS	AQA
General Studies B	A level	AQA
General Studies B	AS	AQA
Geography	A level	AQA CCEA OCR Pearson Edexcel WJEC
Geography	AS	AQA CCEA OCR Pearson Edexcel WJEC

Subject	Level	Awarding Body
Geology	A level	OCR WJEC
Geology	AS	OCR WJEC
German	A level	AQA CCEA OCR
German	AS	AQA CCEA OCR
Global Development	AS	Pearson Edexcel
Government and Politics	A level	AQA CCEA OCR Pearson Edexcel WJEC
Government and Politics	AS	AQA CCEA OCR Pearson Edexcel WJEC
Greek	A level	Pearson Edexcel
Greek	AS	Pearson Edexcel
Gujarati	A level	OCR
Gujarati	AS	OCR
Health and Social Care	A level	AQA CCEA OCR Pearson Edexcel
Health and Social Care	AS	AQA CCEA OCR Pearson Edexcel
Health and Social Care (Additional) (with AS)	A level	Pearson Edexcel
Health and Social Care (Double Award)	A level	AQA CCEA OCR Pearson Edexcel
Health and Social Care (Double Award)	AS	AQA CCEA OCR Pearson Edexcel
Health and Social Care (Double Award) (Pilot)	A level	WJEC
Health and Social Care (Double Award) (Pilot)	AS	WJEC
Health and Social Care (Pilot)	A level	WJEC
Health and Social Care (Pilot)	AS	WJEC
History	A level	AQA CCEA Pearson Edexcel WJEC
History	AS	AQA CCEA Pearson Edexcel WJEC
History A	A level	OCR
History A	AS	OCR
History B	A level	OCR
History B	AS	OCR
History of Art	A level	AQA CCEA
History of Art	AS	AQA CCEA
Home Economics	A level	CCEA
Home Economics	AS	CCEA
Home Economics (Food, Nutrition and Health)	A level	OCR
Home Economics (Food, Nutrition and Health)	AS	OCR
Human Biology	A level	AQA OCR WJEC
Human Biology	AS	AQA OCR WJEC
Humanities	A level	OCR
Humanities	AS	OCR
Information and Communication Technology	A level	AQA CCEA OCR WJEC
Information and Communication Technology	AS	AQA CCEA OCR WJEC
Irish	A level	CCEA
Irish	AS	CCEA
Italian	A level	Pearson Edexcel
Italian	AS	Pearson Edexcel
Japanese	A level	Pearson Edexcel
Japanese	AS	Pearson Edexcel
Journalism in the Media and Communications Industry	A level	CCEA
Journalism in the Media and Communications Industry	AS	CCEA
Law	A level	AQA OCR WJEC
Law	AS	AQA OCR WJEC
Leisure Studies	A level	OCR Pearson Edexcel
Leisure Studies	AS	OCR Pearson Edexcel
Mathematics	A level	AQA CCEA OCR Pearson Edexcel WJEC
Mathematics	AS	AQA CCEA OCR Pearson Edexcel WJEC
Mathematics (MEI)	A level	OCR
Mathematics (MEI)	AS	OCR
Media: Communication and Production	A level	Pearson Edexcel
Media: Communication and Production	AS	Pearson Edexcel
Media Studies	A level	AQA OCR WJEC
Media Studies	AS	AQA OCR WJEC
Modern Hebrew	A level	AQA
Modern Hebrew	AS	AQA
Moving Image Arts	A level	CCEA
Moving Image Arts	AS	CCEA
Music	A level	AQA CCEA OCR Pearson Edexcel WJEC
Music	AS	AQA CCEA OCR Pearson Edexcel WJEC
Music Technology	A level	Pearson Edexcel
Music Technology	AS	Pearson Edexcel
Punjabi	A level	AQA
Punjabi	AS	AQA
Performance Studies	A level	OCR
Performance Studies	AS	OCR
Performing Arts	A level	CCEA OCR Pearson Edexcel
Performing Arts	AS	CCEA OCR Pearson Edexcel

Subject	Level	Awarding Body
Persian	A level	OCR
Persian	AS	OCR
Philosophy	A level	AQA
Philosophy	AS	AQA
Physical Education	A level	AQA OCR Pearson Edexcel WJEC
Physical Education	AS	AQA OCR Pearson Edexcel WJEC
Physics	A level	CCEA Pearson Edexcel WJEC
Physics	AS	CCEA Pearson Edexcel WJEC
Physics A	A level	AQA OCR
Physics A	AS	AQA OCR
Physics B	A level	OCR
Physics B	AS	OCR
Physics B: Physics in Context	A level	AQA
Physics B: Physics in Context	AS	AQA
Polish	A level	AQA
Polish	AS	AQA
Portuguese	A level	OCR
Portuguese	AS	OCR
Psychology	A level	OCR Pearson Edexcel WJEC
Psychology	AS	OCR Pearson Edexcel WJEC
Psychology A	A level	AQA
Psychology A	AS	AQA
Psychology B	A level	AQA
Psychology B	AS	AQA
Pure Mathematics	A level	AQA CCEA OCR Pearson Edexcel WJEC
Pure Mathematics	AS	AQA CCEA OCR Pearson Edexcel WJEC
Pure Mathematics (MEI)	A level	OCR
Pure Mathematics (MEI)	AS	OCR
Quantitative Methods (MEI)	AS	OCR
Religious Studies	A level	AQA CCEA OCR Pearson Edexcel WJEC
Religious Studies	AS	AQA CCEA OCR Pearson Edexcel WJEC
Russian	A level	Pearson Edexcel
Russian	AS	Pearson Edexcel
Science	AS	OCR
Science in Society	A level	AQA
Science in Society	AS	AQA
Sociology	A level	AQA OCR WJEC
Sociology	AS	AQA OCR WJEC
Software Systems Development	A level	CCEA
Software Systems Development	AS	CCEA
Spanish	A level	AQA CCEA OCR Pearson Edexcel WJEC
Spanish	AS	AQA CCEA OCR Pearson Edexcel WJEC
Sports Science and the Active Leisure Industry	AS	CCEA
Sports Science and the Active Leisure Industry	A level	CCEA
Statistics	A level	AQA
Statistics	AS	AQA
Statistics (MEI)	AS	OCR
Technology and Design: Systems and Control	A level	CCEA
Technology and Design: Systems and Control	AS	CCEA
Travel and Tourism	A level	OCR Pearson Edexcel
Travel and Tourism	AS	OCR Pearson Edexcel
Travel and Tourism (Additional) (with AS)	A level	Pearson Edexcel
Travel and Tourism (Double Award)	A level	OCR Pearson Edexcel
Travel and Tourism (Double Award)	AS	OCR Pearson Edexcel
Travel and Tourism (Double Award) (Pilot)	A level	WJEC
Travel and Tourism (Double Award) (Pilot)	AS	WJEC
Travel and Tourism (Pilot)	A level	WJEC
Travel and Tourism (Pilot)	AS	WJEC
Turkish	A level	OCR
Turkish	AS	OCR
Urdu	A level	Pearson Edexcel
Urdu	AS	Pearson Edexcel
Use of Mathematics	AS	AQA
Use of Mathematics (Pilot)	A level	AQA
Use of Mathematics (Pilot)	AS	AQA
World Development	A level	WJEC
World Development	AS	WJEC

Appendix F – Advanced Extension Award Subject Availability

First examined in June 2002, the Advanced Extension Award was introduced to challenge high achieving learners and to differentiate between the top ten percent of students nationally. Following the changes made to GCE A levels in 2008, specifically the introduction of the A* grade and 'stretch and challenge', it was decided AEAs were no longer required. They were therefore withdrawn after the June 2009 examinations.

The exception to this is the Mathematics AEA offered by Pearson Edexcel, which will continue to be available until at least August 2015.

The following is a list of the Advanced Extension Awards that were previously available for entry to HE. A single awarding organisation offered the relevant examination on behalf of all the awarding organisations. Candidates did not have to enter for the corresponding A level with that awarding organisation.

Subject	Awarding Body
Biology and Biology (Human)	AQA
Business	OCR
Chemistry	AQA
Critical Thinking	OCR
Economics	AQA
English	OCR
French	OCR
Geography	WJEC
German	CCEA
History	Edexcel
Irish	CCEA
Latin	OCR
Mathematics	Pearson Edexcel
Physics	CCEA
Psychology	AQA
Religious Studies	Edexcel
Spanish	Edexcel
Welsh	WJEC
Welsh Second Language	WJEC

Appendix G – AVCE/ASVCE/AVCE Double Award Subject Availability

The following is a list of the Advanced Vocational Certificate of Education (AVCE) qualifications which were available for first teaching from September 2000 (six- and 12-unit awards). First awarded in 2001 for the six-unit AVCE and in 2002 for the 12-unit AVCE, AVCEs have been replaced by A levels and AS in applied subjects for first teaching from September 2005. Final teaching of two-year AVCE qualifications began September 2004, and one-year AVCE qualifications began September 2005. Last resits for AVCE qualifications were held in January 2007.

Title	ASVCE	AVCE	AVCE Double Award
Art & Design	✗	✓	✓
Business	✓	✓	✓
Construction & the Built Environment	✗	✓	✓
Engineering	✓	✓	✓
Health & Social Care	✓	✓	✓
Hospitality & Catering	✗	✓	✓
Information & Communication Technology	✓	✓	✓
Leisure & Recreation	✗	✓	✓
Manufacturing	✗	✓	✓
Media: Communication & Production	✗	✓	✓
Performing Arts	✗	✓	✓
Retail & Distributive Services	✗	✓	✗
Science	✗	✓	✓
Travel & Tourism	✗	✓	✓

Appendix H – Additional Admissions Tests

Additional Admissions Tests currently in use for progression to HE in the United Kingdom

BIOMEDICAL ADMISSIONS TEST (BMAT)

Used for entry to Medicine and Veterinary School
Entry method: via applicant's school or college, or test centre administering the BMAT
Entry deadline: 1 October 2014
Test date: 5 November 2014
Duration of test: 2 hours
Results available: 26 November 2014
Further information: www.bmat.org.uk

GRADUATE MEDICAL SCHOOL ADMISSIONS TEST (GAMSAT)

Used for graduate entry to Medicine
Entry method: online via www.gamsat.acer.edu.au
Entry deadline: 8 August 2014
Test date: 17 September 2014
Duration of test: 5½ hours
Results available: late November 2014
Further information: www.gamsatuk.org

HEALTH PROFESSIONS ADMISSION TEST (HPAT)

Used for entry into Health Professions courses at the University of Ulster
Entry method: online via HPAT website www.hpat-ulster.acer.edu.au/register
Entry deadline: 7 January 2015
Test date: 31 January 2015
Duration of test: 3 hours
Results available late March 2015
Further information: www.hpat-ulster.acer.edu.au

HISTORY APTITUDE TEST (HAT)

Used for entry into all courses that include History at Oxford University
Entry method: via applicant's school or college, or test centre administering the HAT
Entry deadline: 15 October 2014
Test date: 5 November 2014
Duration of test: 2 hours
Further information: www.admissionstestingservice.org/our-services/subject-specific/hat

MATHEMATICS ADMISSIONS TEST (MAT)

Used for entry to mathematics courses at Imperial College London and University of Oxford
Entry method: via applicant's school or college, or test centre administering the MAT
Entry deadline: 15 October 2014
Test date: 5 November 2014
Duration of test: 2½ hours
Further information: www.admissionstestingservice.org/our-services/subject-specific/mat

THE NATIONAL ADMISSIONS TEST FOR LAW (LNAT)

Used for entry to law for the following universities: University of Birmingham, University of Bristol, Durham University, University of Glasgow, King's College, London, University of Nottingham, University of Oxford, SOAS University of London, University College, London
Entry method: registration and test booking via LNAT website www.lnat.ac.uk
Registration for test starts: 1 August 2014
Test starts: 1 September 2014
Entry deadlines: Oxford University – October 2014; on-time applications to other LNAT universities – January 2015; late applications to other LNAT universities – June 2015
Test date: Oxford applicants – October 2014; other on-time applicants – January 2015; other late applicants – June 2015
Duration of test: 2¼ hours
Further information: www.lnat.ac.uk

SIXTH TERM EXAMINATION PAPERS (STEP)

Used for entry to Mathematics at the University of Cambridge. Other universities sometimes ask candidates to take the STEP as part of their offer
Entry method: via applicant's school or college, or test centre administering the STEP
Entry deadline: 30 April 2014
Test dates: 20, 26 and 27 June 2014
Duration of test: 3 hours per paper
Results available: 14 August 2014
Dates for 2015 will be available in September 2014
Further information: www.admissionstestingservice.org/for-test-takers/step/about-step

THINKING SKILLS ASSESSMENT (TSA)

Used for entry to certain courses at the University of Cambridge, University of Oxford and University College London
Entry method: the University of Cambridge and University College London will inform applicants of all admission requirements. Applicants to the University of Oxford must be entered by their school, college or test centre.
Entry deadline: University of Oxford: 15 October 2014. University of Cambridge: N/A, University College London: N/A
Test date: University of Oxford: 5 November 2014. University of Cambridge: at interview. University College London: on an ESPS assessment day
Duration of test: University of Oxford: 2 hours. University of Cambridge: 90 minutes. University College London: 90 minutes
Further information: www.admissionstestingservice.org/for-test-takers/thinking-skills-assessment

UK CLINICAL APTITUDE TEST (UKCAT)

Used for entry to Medical and Dental Schools
Entry method: via UKCAT website
Entry deadline: 19 September 2014
Test dates: 1 July 2014 – 3 October 2014
Duration of test: 2 hours
Further information: www.ukcat.ac.uk

Appendix I – English language proficiency

In the case of a candidate whose mother tongue is other than English, the following may be acceptable as evidence of proficiency in English. See also the UK Visa and Immigration website (www.gov.uk/government/organisations/uk-visas-and-immigration) for information on English language requirements for applicants who require a visa.

ANGLIA EXAMINATION SYNDICATE

- AcCEPT Proficiency is the Ascentis Anglia ESOL International Proficiency level assessment designed for non-native English speakers requiring English for higher education. It is managed by Ascentis and Anglia Examinations
- For information on the mapping of the qualification to the CEFR (Common European Framework of Reference), please see www.anglia.org/institutions/CEFR.

BRITISH INSTITUTES CERTIFICATES

- British Institutes examinations test the following competences in the English language: reading, free writing, listening, speaking and use of English at every level set out in the CEFR
- Universities may accept the following certificates for entry:
 - ESOL B2 Vantage
 - ESOL C1 Effective Proficiency
 - ESOL C2 Mastery.

For further information visit www.britishinstitutes.org.

CAMBRIDGE ENGLISH EXAMINATIONS

Cambridge English exams are accepted by almost all UK universities and colleges as proof of English language skills. They are also accepted by the UK Border Agency for Tier 4 student visas. They can be taken in over 2,800 centres in over 130 countries. To find your nearest centre visit: www.cambridgeenglish.org/centres.

Various tests are offered:

- Cambridge English: Advanced, commonly known as the Certificate in Advanced English – CAE (NQF Level 2) (See UCAS Tariff)
- Cambridge English: Proficiency, commonly known as the Certificate of Proficiency in English – CPE (NQF Level 3) (see UCAS Tariff)
- Cambridge English: First, commonly known as the First Certificate in English – FCE (NQF Level 1)
- Cambridge English: Business Certificates Higher, commonly known as Business English Certificate Higher – BEC H (NQF Level 2)
- Cambridge English: Business Certificates Vantage, commonly known as Business English Certificate Vantage – BEC V (NQF Level 1)
- ESOL Skills for Life Level 2 (NQF Level 2).

For more information visit www.cambridgeenglish.org

CAMBRIDGE INTERNATIONAL EXAMINATIONS (CIE)

- GCE O level English Language – grade C or better
- IGCSE English as a Second Language – grade C or better
- IGCSE First Language English – grade C or better.

For more information visit www.cie.org.uk

UNIVERSITY OF CENTRAL LANCASHIRE ENGLISH LANGUAGE EXAMINATIONS

Examinations have reading, writing, listening, speaking and use of English components graded separately from the overall grade on the transcript. Each examination is graded pass, merit or distinction.

For more information visit: www.uclan.ac.uk

CERTIFICATE IN ESOL SKILLS FOR LIFE

Offered by Ascentis, Cambridge English, City and Guilds, Pearson Edexcel, Education Development International plc, English Speaking Board, Learning Resource Network, NOCN and Trinity College London. The levels are set to equivalent NQF levels.

For more information visit the individual awarding organisation websites.

CITY & GUILDS

City & Guilds International ESOL (IESOL) and International Spoken ESOL (ISESOL) qualifications are available at six levels and have been mapped to levels of the Common European Framework of Reference (CEFR). The qualifications are accepted by the UK Visas and Immigration (UKVI), part of the Home Office, as meeting the minimum English language requirements for UK visa applications, including tier 4 applications.

- Preliminary: CEFR A1
- Access: CEFR A2
- Achiever: CEFR B1
- Communicator: CEFR B2
- Expert: CEFR C1
- Mastery: CEFR C2

For more information visit www.cityandguildsenglish.com

EDUCATION DEVELOPMENT INTERNATIONAL (EDI) CERTIFICATES IN ENGLISH LANGUAGE SKILLS (ESOL)

- EDI Entry 1 Certificate in ESOL International (JETSET Level 2)
- EDI Entry 2 Certificate in ESOL International (JETSET Level 3)
- EDI Entry 3 Certificate in ESOL International (JETSET Level 4)
- EDI Level 1 Certificate in ESOL International (JETSET Level 5)
- EDI Level 2 Certificate in ESOL International (JETSET Level 6)
- EDI Level 3 Certificate in ESOL International (JETSET Level 7).

For more information visit www.ediplc.com

ENGLISH SPEAKING BOARD

- ESB Entry Level Certificate in EFL Entry 1 (ESOL)
- ESB Entry Level Certificate in EFL Entry 2 (ESOL)
- ESB Entry Level Certificate in EFL Entry 3 (ESOL)
- ESB Level 1 Certificate in EFL (ESOL)
- ESB Level 2 Certificate in EFL (ESOL)
- ESB Level 3 Certificate in EFL (ESOL).

For more information visit www.esbuk.org

HONG KONG EXAMINATIONS AND ASSESSMENT AUTHORITY

- Hong Kong Advanced Level Examination: Use of English – Grade E or better
- Hong Kong Advanced Supplementary Level Examination: Use of English – Grade E or better
- Hong Kong Certificate of Education (HKCEE) prior to 2007: English Language (Syllabus B) – Grade C or better. 2007 onwards: English Language Level 3 or better
- Hong Kong Diploma of Secondary Education (HKDSE) – English Language.

For more information visit www.hkeaa.edu.hk

INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM (IELTS)

IELTS is accepted by over 7,000 institutions worldwide, and is offered in over 500 test centres up to four times a month. IELTS assesses all English language skills: reading, writing, listening and speaking. The speaking module is assessed in a face-to-face conversational interview with a qualified examiner.

Candidates receive an IELTS Test Report Form which details their test scores. IELTS scores are given in bands from 1 - 9, including half bands. Most universities and colleges in the UK will require between bands 5.0 to 7.5, depending on the content of the course. IELTS Test Report Forms have a recommended validity of two years and can be verified by the institution receiving them via a secure online service.

IELTS is jointly managed by British Council, IDP: IELTS Australia and the University of Cambridge ESOL Examinations. To find a list of test centres, which institutions are recognising the test and for general information go to: www.ielts.org

LONDON CHAMBER OF COMMERCE AND INDUSTRY INTERNATIONAL QUALIFICATIONS (LCCI)

- English for Business (EFB) – Pass at level 3
- English for Commerce (EFC) – Pass at level 3
- English Language Skills Assessment (ELSA).

For more information visit www.lcci.org.uk

MALAYSIAN UNIVERSITY ENGLISH TEST (MUET)

For further information about the Malaysian University English Test, please contact the Malaysian Examinations Council (contact details in Appendix A).

MICHIGAN ENGLISH LANGUAGE ASSESSMENT BATTERY (MELAB)

MELAB evaluates advanced level English language competence of adult non-native speakers of English. MELAB is a secure test battery and is administered only by authorised official examiners.

For more information visit www.cambridgemichigan.org/melab

THE PASSWORD TEST

Password is an online English language test designed for students preparing for academic study. It is most suitable for students joining international foundation programmes, pre-sessional courses, pre-master's programmes and courses in English for academic purposes. Password is also used to pre-test students joining undergraduate and postgraduate programmes. The test is aligned to the CEFR and discriminates between CEFR level A2 to C1. Password is securely delivered online, and gives instant test results.

Further information, including the location of Password test centres is available at www.englishlanguageTesting.co.uk

PEARSON EDEXCEL

- Level 1/Level 2 Certificate in English Language – grade C or better
- International GCSE English as a Second Language – grade C or better
- International GCSE English Language – grade C or better
- GCSE English Language – grade C or better.

For more information visit www.edexcel.com

PEARSON LANGUAGE TESTS**Pearson Test of English General (PTE General):**

Consisting of two parts: a written paper and a spoken test.

The written paper tests listening, reading comprehension and writing skills. Both parts are externally assessed. Universities and colleges may accept Level 3 (Council of Europe Level B2), Level 4 (Council of Europe Level C1) or Level 5 (Council of Europe Level C2) for entry at an undergraduate or postgraduate level.

Pearson Test of English Academic (PTE Academic):

Computer-based test of international academic English recognised by over 2,500 programs worldwide including hundreds of universities around the UK. Test takers receive an overall score and sub-scores for reading, writing, speaking, and listening.

The test is available throughout the year at secure test delivery centres around the world. Scores are available online typically within five business days and students can prepare using official PTE Academic practice tests. Most institutions will require a PTE Academic score in the range of 50-64. Some institutions may list a higher or lower score depending on the course.

Further information is available at www.pearsonpte.com

TRINITY COLLEGE LONDON

Graded Examinations in Spoken English (GESE) which assess spoken English only, and correspond to CEFR levels pre A1–C2.

Integrated Skills in English (ISE) which assess all four language skills – speaking, writing, listening and reading, and correspond to CEFR levels A1–C2.

TEST OF ENGLISH AS A FOREIGN LANGUAGE (TOEFL)

The TOEFL is offered in internet-based (iBT) and paper-based (PBT) formats. Please visit www.ets.org/toefl/ locations to locate your nearest test centre.

The TOEFL iBT consists of four sections: reading, listening, speaking and writing, and the entire test is four hours long. Scores are reported for each of the four sections and an overall score is also provided. Scores are available online around 10 days after the test date.

The test is recognised and accepted in over 9,000 institutions globally. View the complete list of universities and colleges that accept TOEFL at www.ets.org/toefl/ukdirectory. Each institution will list their TOEFL score requirements on their website and these may vary.

In the paper-based test, a score of 550 or above (600 or above is recommended for degrees with a literary content) is usually required. Comparable scores for the computer-based test are 213 or above, and 250 and above. Comparable scores for the internet-based test are 79 or above, and 100 and above. Scores are posted approximately five weeks after the test date.

UNIVERSITY OF READING**Test of English for Educational Purposes (TEEP)**

Reading, listening, writing and speaking are reported on the performance certificate as an overall score. An additional Language Knowledge paper is expressed as 'average', 'above average' or 'below average' and used to adjust the overall grade in borderline cases. Minimal acceptance levels for joining academic courses usually vary from 5.0 to 7.5 overall. Results are usually available within 10 days, by email.

For more information visit www.reading.ac.uk/isli

Appendix J – National Courses to support Curriculum for Excellence (CfE)

The new qualifications Nationals and Highers are being introduced in Scotland between 2013 and 2015. They replace the Access, Standard Grade, Intermediate and Higher qualifications. Subjects available in the new Nationals 4 and 5 and Highers are listed below.

Title	National 4	National 5	Higher
Accounting	Y	Y	
Administration and IT	Y	Y	Y
Art and Design	Y	Y	Y
Automotive Skills	Y		
Biology	Y	Y	Y
Building Services Engineering	Y		
Business	Y		
Business Management		Y	Y
Cantonese	Y	Y	Y
Care	Y	Y	Y
Chemistry	Y	Y	Y
Childcare and Development			Y
Classical Studies	Y	Y	Y
Computing Science	Y	Y	Y
Construction Crafts	Y	Y	
Creative Digital Media	Y		
Creative Industries		Y	
Cruinn-eolas (Geography)	Y	Y	Y
Dance		Y	Y
Design and Manufacture	Y	Y	Y
Drama	Y	Y	Y
Eachdraidh (History)	Y	Y	Y
Early Education and Childcare	Y	Y	
Economics		Y	Y
Energy		Y	
Engineering Science	Y	Y	Y
Engineering Skills	Y	Y	
English	Y	Y	Y
Environmental Science	Y	Y	Y
ESOL	Y	Y	Y
Fashion and Textile Technology	Y	Y	Y
Financial Services		Y	
Food and Drink Manufacturing Industry		Y	
French	Y	Y	Y
Gaelic (Learners)	Y	Y	Y
Gàidhlig	Y	Y	Y
Geography	Y	Y	Y
German	Y	Y	Y
Graphic Communication	Y	Y	Y
Hairdressing	Y	Y	
Health and Food Technology	Y	Y	Y
Health Sector	Y	Y	
History	Y	Y	Y
Hospitality	Y	Y	
Hospitality: Practical Cake Craft		Y	
Hospitality: Practical Cookery	Y	Y	
Human Biology			Y
Italian	Y	Y	Y
Laboratory Science		Y	
Latin	Y	Y	Y
Lifeskills Mathematics	Y	Y	
Mandarin (Simplified)	Y	Y	Y
Mandarin (Traditional)	Y	Y	Y
Maritime Skills		Y	
Matamataig (Mathematics)	Y	Y	Y
Matamataig Fad-bheatha (Lifeskills Mathematics)	Y	Y	
Mathematics	Y	Y	Y
Media	Y	Y	Y
Modern Studies	Y	Y	Y
Music	Y	Y	Y
Music Technology	Y	Y	Y
Nuadh-Eolas (Modern Studies)	Y	Y	Y
People and Society	Y		
Philosophy		Y	Y

Title	National 4	National 5	Higher
Photography			Y
Physical Education	Y	Y	Y
Physics	Y	Y	Y
Politics			Y
Practical Electronics	Y	Y	
Practical Metalworking	Y	Y	
Practical Woodworking	Y	Y	
Psychology		Y	Y
Religious, Moral and Philosophical Studies	Y	Y	Y
Retailing		Y	
Rural Skills	Y		
Science	Y		
Sociology		Y	Y
Spanish	Y	Y	Y
Sport and Recreation	Y	Y	
Travel and Tourism	Y	Y	
Uniformed and Emergency Services	Y		
Urdu	Y	Y	Y

Appendix K – National Courses available in Scotland until 2015 (Intermediate to Advanced Higher Level)

This is a list of National Courses available until 2015. The last examinations date for these courses will be 2015. For more information on National Courses, see www.sqa.org.uk

Title	Intermediate 1	Intermediate 2	Higher	Advanced Higher
Accounting	✓	✓	✓	✓
Administration	✓	✓	✓	✗
Applied Mathematics: Mechanics	✗	✗	✗	✓
Applied Mathematics: Statistics	✗	✗	✗	✓
Applied Practical Electronics	✓	✗	✗	✗
Architectural Technology	✗	✗	✓	✗
Art and Design	✓	✓	✓	✗
Art and Design: Design	✗	✗	✗	✓
Art and Design: Expressive	✗	✗	✗	✓
Beauty	✗	✗	✓	✗
Biology	✓	✓	✓	✓
Biology (Revised)	✗	✗	✓	✓
Biotechnology	✗	✓	✓	✗
Building Construction	✗	✗	✓	✗
Business Management	✓	✓	✓	✓
Cantonese	✓	✓	✓	✓
Care	✓	✓	✓	✗
Care Issues for Society: Child Care	✗	✓	✗	✗
Care Issues for Society: Older People	✗	✓	✗	✗
Care Practice	✗	✗	✓	✗
Chemistry	✓	✓	✓	✓
Chemistry (Revised)	✗	✗	✓	✓
Classical Greek	✓	✓	✓	✓
Classical Studies	✓	✓	✓	✓
Computing	✗	✓	✓	✓
Computing Studies	✓	✗	✗	✗
Creative Cake Production	✗	✓	✗	✗
Dance Practice	✗	✗	✓	✗
Drama	✓	✓	✓	✓
Early Education and Childcare	✗	✗	✓	✗
Economics	✗	✓	✓	✓
Electrical Installations Fundamentals	✗	✓	✗	✗
Electronic and Electrical Fundamentals	✗	✓	✗	✗
Engineering Craft Skills	✓	✓	✗	✗
English	✓	✓	✓	✓
English for Speakers of Other Languages (ESOL)	✗	✓	✓	✗
Fabrication and Welding Engineering	✗	✗	✓	✗
French	✓	✓	✓	✓
Gaelic (Learners)	✓	✓	✓	✓
Gàidhlig	✓	✓	✓	✓
Geography	✓	✓	✓	✓
Geology	✓	✓	✓	✗
German	✓	✓	✓	✓
Graphic Communication	✓	✓	✓	✓
Health and Safety in Care Settings	✗	✓	✗	✗
Health and Social Care	✗	✗	✓	✗
History	✓	✓	✓	✓
Home Economics – Fashion and Textile Technology	✓	✓	✓	✗
Home Economics – Health and Food Technology	✓	✓	✓	✓
Home Economics – Lifestyle and Consumer Technology	✓	✓	✓	✗
Hospitality – General Operations	✗	✓	✗	✗
Hospitality – Practical Cookery	✓	✓	✗	✗
Hospitality – Professional Cookery	✗	✓	✓	✗
Human Biology	✗	✗	✓	✗
Human Biology (Revised)	✗	✗	✓	✗
Information Systems	✗	✓	✓	✓
Italian	✓	✓	✓	✓
Latin	✓	✓	✓	✓
Managing Environmental Resources	✓	✓	✓	✗
Mandarin (simplified)	✓	✓	✓	✓
Mandarin (traditional)	✓	✓	✓	✓
Mathematics: Maths 1, 2 and 3	✓	✓	✓	✓
Mathematics: Maths 1, 2 and Applications	✓	✓	✗	✗

Title	Intermediate 1	Intermediate 2	Higher	Advanced Higher
Mechatronics	x	x	✓	x
Media Studies	✓	✓	✓	x
Mental Health Care	x	x	✓	x
Modern Studies	✓	✓	✓	✓
Music Performing	✓	✓	✓	✓
Music Performing with Technology	✓	✓	✓	✓
Personal Development	✓	✓	✓	x
Philosophy	x	✓	✓	x
Photography	x	x	✓	x
Physical Education	✓	✓	✓	✓
Physics	✓	✓	✓	✓
Physics (Revised)	x	x	✓	✓
Play in Early Education and Childcare	x	x	✓	x
Politics	x	x	✓	x
Product Design	x	✓	✓	✓
Psychology	✓	✓	✓	x
Religious, Moral and Philosophical Studies	✓	✓	✓	✓
Retail Travel	x	x	✓	x
Russian	✓	✓	✓	x
Selling Overseas Tourist Destinations	x	✓	x	x
Sociology	x	✓	✓	x
Spanish	✓	✓	✓	✓
Technological Studies	x	✓	✓	✓
Travel and Tourism	✓	✓	✓	x
Urdu	x	x	✓	x
Woodworking Skills	✓	✓	x	x

Appendix L – National Qualification Group Awards (Scotland)

National Qualification Group Awards (NQGA) is the term which encompasses National Certificates (NCs) and National Progression Awards (NPAs).

NATIONAL QUALIFICATIONS GROUP AWARDS (SCOTLAND) AVAILABLE TO CENTRES NOW:

Title	Type of NQGA	Level
Accounting	National Certificate	5
Achieving Excellence in Sport	National Progression Award	6
Acting and Performance	National Progression Award	6
Acting and Theatre Performance	National Certificate	6
Activity Tourism	National Certificate	6
Activity Tourism	National Progression Award	4
Administration	National Certificate	5
Administration: Information Technology and Audio	National Progression Award	5
Administration: Medical (Administrative Secretary)	National Progression Award	5
Administration: Medical Receptionist	National Progression Award	5
Administration: Office Skills and Services	National Progression Award	5
Advertising and Public Relations	National Certificate	6
Administrative Activities	National Progression Award	4
Aeronautical Engineering	National Certificate	6
Agriculture	National Certificate	6
An Introduction to Horticulture	National Certificate	4
Angling and Fisheries Conservation	National Progression Award	4
Angling and the Aquatic Environment	National Progression Award	3
Animal Care	National Certificate	5
Animal Technology	National Progression Award	6
Applied Sciences	National Certificate	5
Applied Sciences	National Certificate	6
Aquaculture	National Progression Award	4
Aquaculture	National Progression Award	5
Architecture and Art	National Certificate	6
Architecture and Interior Design	National Certificate	6
Army Preparation	National Certificate	4
Art and Design: Digital Media	National Progression Award	5
Art and Design: Digital Media	National Progression Award	6
Art and Design	National Certificate	6
Bakery	National Certificate	5
Bakery	National Progression Award	4
Barbering	National Progression Award	5
Beauty and Digital Communication	National Progression Award	4
Beauty Care	National Certificate	6
Beauty Care and Make up	National Certificate	5
Beauty Massage	National Progression Award	5
Beauty Skills	National Progression Award	4
Building Services Engineering	National Certificate	6
Building Services Engineering	National Progression Award	5
Built Environment	National Certificate	6
Business	National Certificate	5
Business	National Certificate	4
Business and Marketing	National Progression Award	4
Business and Marketing	National Progression Award	5
Business with Information Technology	National Progression Award	5
Business with Information Technology	National Progression Award	6
Celtic Studies	National Certificate	6
Child, Health and Social Care	National Certificate	5
Civil Engineering	National Certificate	6
Computer Aided Design & Technology	National Certificate	6
Computer Arts and Animation	National Certificate	5
Computer Arts and Animation	National Certificate	6
Computer Games Development	National Certificate	5
Computer Games: Creative Development	National Certificate	6
Computer Games: Software Development	National Certificate	6
Computer Games Development	National Progression Award	4
Computer Games Development	National Progression Award	5
Computer Games Development	National Progression Award	6
Computers and Digital Photography	National Progression Award	5
Computer Networks and Systems	National Progression Award	5
Computer: Technical Support	National Certificate	5
Computer: Technical Support	National Certificate	6
Conservation of Masonry	National Progression Award	6

Title	Type of NQGA	Level
Construction	National Progression Award	5
Construction Operations	National Progression Award	5
Contact Centre Employability Skills	National Progression Award	4
Contemporary Gaelic Songwriting and Production	National Progression Award	5
Cosmetology	National Progression Award	4
Countryside Management	National Certificate	5
Creative Beauty	National Progression Award	4
Creative Facial Techniques and Digital Media	National Progression Award	4
Creative Hairdressing	National Progression Award	6
Creative Industries	National Certificate	5
Creative Industries	National Progression Award	4
Creative Printmaking with Photography	National Certificate	6
Crofting	National Progression Award	5
Dance	National Certificate	4
Dance	National Progression Award	4
Dance	National Progression Award	5
Digital Literacy	National Progression Award	3
Digital Media Animation	National Progression Award	5
Digital Media Basics	National Progression Award	4
Digital Media Computing	National Certificate	4
Digital Media Computing	National Certificate	5
Digital Media Computing	National Certificate	6
Digital Media Editing	National Progression Award	5
Digital Media Production	National Progression Award	6
Digital Production Skills	National Progression Award	5
Doing Business Online	National Progression Award	5
Early Education and Childcare	National Certificate	6
Electrical Engineering	National Certificate	5
Electrical Engineering	National Certificate	6
Electronic Engineering	National Certificate	5
Electronic Engineering	National Certificate	6
Employability and Citizenship	National Certificate	3
Engineering Practice	National Certificate	5
Engineering Systems	National Certificate	5
Engineering Systems	National Certificate	6
Enterprise and Business	National Progression Award	6
Enterprise and Employability	National Progression Award	4
Enterprise and Employability	National Progression Award	5
ESOL for Employability	National Certificate	4
ESOL for Employability	National Certificate	5
Events Co-ordination	National Certificate	5
Exercise and Fitness Leadership	National Progression Award	6
Eye Treatments	National Progression Award	5
Fabrication and Welding Engineering	National Certificate	5
Fabrication and Welding Engineering	National Certificate	6
Fashion, Design and Manufacture	National Certificate	6
Financial Services	National Progression Award	6
Fish Health and Nutrition	National Progression Award	5
Fish Husbandry	National Progression Award	5
Fitted Interiors	National Progression Award	5
Food Manufacture	National Progression Award	6
Food Safety Logistics	National Progression Award	5
Formwork	National Progression Award	5
Furniture	National Certificate	5
Gamekeeping	National Certificate	5
General Plant Operations	National Progression Award	5
Geographical Information Systems: An Introduction	National Progression Award	6
Greenkeeping	National Certificate	5
Greenkeeping: An Introduction	National Certificate	4
Hairdressing	National Certificate	5
Hairdressing	National Certificate	6
Hairdressing Technical Skills	National Progression Award	5
Harris Tweed	National Progression Award	5
Health and Social Care	National Certificate	6
Health and Social Care: Promoting Reablement	National Progression Award	6
Highways Maintenance – Excavation and Reinstatement	National Progression Award	5
Highways Maintenance – Kerbs and Channels	National Progression Award	5
Horse Care	National Certificate	5
Horse Care	National Progression Award	4
Horse Care	National Progression Award	6
Horticulture	National Certificate	5
Hospitality	National Certificate	4

Title	Type of NQGA	Level
Hospitality	National Certificate	5
Human Resources and the Law	National Progression Award	6
Insulation and Building Treatments	National Progression Award	5
Interior Systems	National Progression Award	5
Internet Technology	National Progression Award	4
Internet Technology	National Progression Award	5
Introduction to Spectator Safety	National Progression Award	5
Jewellery	National Certificate	6
Jewellery: Advanced Techniques	National Progression Award	6
Jewellery: Basic Techniques 1	National Progression Award	5
Jewellery: Basic Techniques 2	National Progression Award	5
Journalism	National Progression Award	6
Laboratory Science	National Progression Award	6
Land-based Engineering	National Certificate	6
Land-based Engineering: An Introduction	National Certificate	4
Legal Services	National Certificate	6
Legal Studies	National Progression Award	6
Local Food Production	National Progression Award	6
Long Hair Design with Make-Up	National Progression Award	5
Make-up Artistry	National Certificate	6
Make-up Skills	National Progression Award	5
Manicure and Pedicure Skills	National Progression Award	5
Manufacturing Engineering	National Certificate	5
Manufacturing Engineering	National Certificate	6
Measurement and Control	National Certificate	6
Mechanical Engineering	National Certificate	6
Mechanical Maintenance Engineering	National Certificate	5
Media	National Certificate	6
Mobile Technology	National Certificate	5
Mobile Technology	National Progression Award	4
Mobile Technology	National Progression Award	5
Mobile Technology	National Progression Award	6
Model Making: TV and Film	National Certificate	6
Music	National Certificate	5
Music	National Certificate	6
Music Business	National Progression Award	6
Music for Wellbeing	National Progression Award	6
Music Performing	National Progression Award	6
Musical Theatre	National Progression Award	6
Nail Enhancements	National Progression Award	5
Organising Volunteering Events in Sport	National Progression Award	6
Painting	National Progression Award	5
PC Passport: Advanced	National Progression Award	6
PC Passport: Beginner	National Progression Award	4
PC Passport: Intermediate	National Progression Award	5
Personal and Vocational Skills	National Certificate	3
Personal and Vocational Skills	National Certificate	4
Pharmacy Services	National Certificate	6
Photography	National Certificate	6
Photography	National Progression Award	4
Photography	National Progression Award	5
Plant Maintenance and Repair	National Progression Award	5
Plant Operations – General Construction	National Progression Award	5
Plant Operations – Highways Maintenance and Utilities	National Progression Award	5
Play in a Sports Environment	National Progression Award	6
Playwork and Childcare	National Progression Award	5
Practical Science	National Progression Award	5
Professional Computer Fundamentals	National Progression Award	6
Professional Cookery	National Certificate	5
Professional Cookery	National Progression Award	3
Professional Cookery	National Progression Award	4
Professional Cookery	National Certificate	6
Professional Theatre Preparation	National Progression Award	6
Radio Broadcasting	National Progression Award	5
Radio Broadcasting	National Progression Award	5
Retailing	National Certificate	5
Roadbuilding	National Progression Award	5
Rural Skills	National Certificate	4
Rural Skills	National Progression Award	5
Science and Health	National Progression Award	4
Science and Technology	National Progression Award	4
Scottish Bagpipes	National Progression Award	2

Title	Type of NQGA	Level
Scottish Bagpipes	National Progression Award	3
Scottish Bagpipes	National Progression Award	4
Scottish Bagpipes	National Progression Award	5
Scottish Bagpipes	National Progression Award	6
Scottish Pipe Band Drumming	National Progression Award	3
Scottish Pipe Band Drumming	National Progression Award	4
Scottish Pipe Band Drumming	National Progression Award	5
Scottish Pipe Band Drumming	National Progression Award	6
Screen Printing	National Certificate	5
Shipping and Maritime Operations	National Certificate	6
Social Sciences	National Certificate	5
Social Sciences	National Certificate	6
Social Software	National Progression Award	4
Software Development	National Progression Award	4
Sound Production	National Certificate	6
Sound Production: Live	National Progression Award	6
Sound Production: Recording	National Progression Award	6
Sport and Fitness	National Certificate	4
Sport and Fitness	National Certificate	5
Sport and Fitness: Individual Sports	National Progression Award	5
Sport and Fitness: Outdoor Sports	National Progression Award	5
Sport and Fitness: Team Sports	National Progression Award	5
Sporting Events: Personal Best	National Progression Award	4
Sports Coaching: Angling	National Progression Award	4
Sports Coaching: Angling	National Progression Award	5
Sports Coaching: Angling Coarse	National Progression Award	4
Sports Coaching: Angling Coarse	National Progression Award	5
Sports Coaching: Angling Game	National Progression Award	4
Sports Coaching: Angling Game	National Progression Award	5
Sports Coaching: Angling Sea	National Progression Award	4
Sports Coaching: Angling Sea	National Progression Award	5
Sports Coaching: Archery	National Progression Award	4
Sports Coaching: Badminton	National Progression Award	6
Sports Coaching: Badminton	National Progression Award	4
Sports Coaching: Badminton	National Progression Award	5
Sports Coaching: Basketball	National Progression Award	6
Sports Coaching: Basketball	National Progression Award	4
Sports Coaching: Basketball	National Progression Award	5
Sports Coaching: Boccia	National Progression Award	4
Sports Coaching: Boccia	National Progression Award	5
Sports Coaching: Boccia	National Progression Award	6
Sports Coaching: Bowling	National Progression Award	4
Sports Coaching: Bowling	National Progression Award	5
Sports Coaching: Boxing	National Progression Award	4
Sports Coaching: Canoe Freestyle	National Progression Award	6
Sports Coaching: Canoe Polo	National Progression Award	6
Sports Coaching: Canoe Racing	National Progression Award	6
Sports Coaching: Canoe Slalom	National Progression Award	6
Sports Coaching: Canoe Touring	National Progression Award	6
Sports Coaching: Canoe Wild Water Racing	National Progression Award	6
Sports Coaching: Canoeing	National Progression Award	6
Sports Coaching: Canoeing	National Progression Award	4
Sports Coaching: Canoeing	National Progression Award	5
Sports Coaching: Coaching Swimming	National Progression Award	4
Sports Coaching: Coaching Swimming	National Progression Award	5
Sports Coaching: Coaching Swimming	National Progression Award	6
Sports Coaching: Coaching Synchro	National Progression Award	4
Sports Coaching: Coaching Synchro	National Progression Award	5
Sports Coaching: Coaching Synchro	National Progression Award	6
Sports Coaching: Coaching Water Polo	National Progression Award	4
Sports Coaching: Coaching Water Polo	National Progression Award	5
Sports Coaching: Coaching Water Polo	National Progression Award	6
Sports Coaching: Cricket	National Progression Award	6
Sports Coaching: Cricket	National Progression Award	5
Sports Coaching: Curling	National Progression Award	4
Sports Coaching: Curling	National Progression Award	5
Sports Coaching: Curling	National Progression Award	6
Sports Coaching: Cycle Speedway	National Progression Award	5
Sports Coaching: Cycle Speedway	National Progression Award	6
Sports Coaching: Cycling	National Progression Award	4
Sports Coaching: Cycling	National Progression Award	5
Sports Coaching: Cycling BMX	National Progression Award	5

Title	Type of NQGA	Level
Sports Coaching: Cycling BMX	National Progression Award	6
Sports Coaching: Cycling Mountain Bike	National Progression Award	5
Sports Coaching: Cycling Mountain Bike	National Progression Award	6
Sports Coaching: Cycling Road and Time Trial	National Progression Award	5
Sports Coaching: Cycling Road and Time Trial	National Progression Award	6
Sports Coaching: Cycling Track	National Progression Award	5
Sports Coaching: Cycling Track	National Progression Award	6
Sports Coaching: Cycling Cyclocross	National Progression Award	5
Sports Coaching: Cycling Cyclocross	National Progression Award	6
Sports Coaching: Dance Sport	National Progression Award	4
Sports Coaching: Dance Sport	National Progression Award	5
Sports Coaching: Equestrian British Dressage	National Progression Award	5
Sports Coaching: Equestrian British Dressage	National Progression Award	6
Sports Coaching: Equestrian British Eventing	National Progression Award	6
Sports Coaching: Equestrian British Showjumping	National Progression Award	6
Sports Coaching: Equestrian Driving	National Progression Award	5
Sports Coaching: Equestrian Generic	National Progression Award	4
Sports Coaching: Equestrian Generic	National Progression Award	5
Sports Coaching: Equestrian Generic	National Progression Award	6
Sports Coaching: Equestrian Riding for the Disabled	National Progression Award	4
Sports Coaching: Equestrian Riding for the Disabled Driving	National Progression Award	4
Sports Coaching: Equestrian Riding for the Disabled Driving	National Progression Award	5
Sports Coaching: Equestrian Vaulting	National Progression Award	4
Sports Coaching: Equestrian Vaulting	National Progression Award	5
Sports Coaching: Football	National Progression Award	6
Sports Coaching: Football	National Progression Award	4
Sports Coaching: Football	National Progression Award	5
Sports Coaching: General Gymnastics	National Progression Award	4
Sports Coaching: General Gymnastics	National Progression Award	5
Sports Coaching: Gymnastics	National Progression Award	6
Sports Coaching: Gymnastics Acrobatic	National Progression Award	4
Sports Coaching: Gymnastics Acrobatic	National Progression Award	5
Sports Coaching: Gymnastics Men's Artistic	National Progression Award	4
Sports Coaching: Gymnastics Men's Artistic	National Progression Award	5
Sports Coaching: Gymnastics Pre-School	National Progression Award	4
Sports Coaching: Gymnastics Pre-School	National Progression Award	5
Sports Coaching: Gymnastics Rhythmic	National Progression Award	4
Sports Coaching: Gymnastics Rhythmic	National Progression Award	5
Sports Coaching: Gymnastics Trampoline	National Progression Award	4
Sports Coaching: Gymnastics Trampoline	National Progression Award	5
Sports Coaching: Gymnastics Women's Artistic	National Progression Award	4
Sports Coaching: Gymnastics Women's Artistic	National Progression Award	5
Sports Coaching: Golf	National Progression Award	4
Sports Coaching: Golf	National Progression Award	5
Sports Coaching: Hockey	National Progression Award	6
Sports Coaching: Hockey	National Progression Award	4
Sports Coaching: Hockey	National Progression Award	5
Sports Coaching: Judo	National Progression Award	4
Sports Coaching: Judo	National Progression Award	5
Sports Coaching: Modern Pentathlon	National Progression Award	4
Sports Coaching: Modern Pentathlon	National Progression Award	5
Sports Coaching: Mountaineering	National Progression Award	4
Sports Coaching: Mountaineering	National Progression Award	5
Sports Coaching: Multi Skills	National Progression Award	5
Sports Coaching: Netball	National Progression Award	6
Sports Coaching: Netball	National Progression Award	4
Sports Coaching: Netball	National Progression Award	5
Sports Coaching: Open Canoe	National Progression Award	6
Sports Coaching: Orienteering	National Progression Award	4
Sports Coaching: Orienteering	National Progression Award	5
Sports Coaching: Paddlesport Canoe	National Progression Award	5
Sports Coaching: Paddlesport Canoe and Kayak	National Progression Award	5
Sports Coaching: Paddlesport Kayak	National Progression Award	5
Sports Coaching: Rowing	National Progression Award	6
Sports Coaching: Rowing	National Progression Award	5
Sports Coaching: Rugby League	National Progression Award	4
Sports Coaching: Rugby League	National Progression Award	5
Sports Coaching: Rugby Union	National Progression Award	6
Sports Coaching: Rugby Union	National Progression Award	4
Sports Coaching: Rugby Union	National Progression Award	5
Sports Coaching: Sea Kayak	National Progression Award	6
Sports Coaching: Shinty	National Progression Award	4

Title	Type of NQGA	Level
Sports Coaching: Shinty	National Progression Award	5
Sports Coaching: Shooting	National Progression Award	4
Sports Coaching: Shooting	National Progression Award	5
Sports Coaching: Squash	National Progression Award	6
Sports Coaching: Squash	National Progression Award	4
Sports Coaching: Squash	National Progression Award	5
Sports Coaching: Surf Kayak	National Progression Award	6
Sports Coaching: Table Tennis	National Progression Award	6
Sports Coaching: Table Tennis	National Progression Award	4
Sports Coaching: Table Tennis	National Progression Award	5
Sports Coaching: Teaching Aquatics	National Progression Award	4
Sports Coaching: Teaching Aquatics	National Progression Award	5
Sports Coaching: Team Gymnastics	National Progression Award	4
Sports Coaching: Team Gymnastics	National Progression Award	5
Sports Coaching: Tennis	National Progression Award	6
Sports Coaching: Tennis	National Progression Award	4
Sports Coaching: Tennis	National Progression Award	5
Sports Coaching: Triathlon	National Progression Award	4
Sports Coaching: Triathlon	National Progression Award	5
Sports Coaching: Triathlon	National Progression Award	6
Sports Coaching: Volleyball	National Progression Award	4
Sports Coaching: Volleyball	National Progression Award	5
Sports Coaching: Weightlifting	National Progression Award	4
Sports Coaching: Weightlifting	National Progression Award	5
Sports Coaching: White Water Kayak	National Progression Award	6
Sports Development	National Progression Award	6
Stringed Musical Instrument Making and Repair	National Certificate	5
Stringed Musical Instrument Making and Repair	National Certificate	6
Supply Chain Operations	National Progression Award	5
Technical Theatre	National Certificate	6
Technical Theatre in Practice	National Progression Award	6
Television Production	National Progression Award	5
Travel and Tourism	National Certificate	5
Travel and Tourism	National Certificate	6
Water Operations	National Progression Award	6
Water Operations: An Introduction	National Progression Award	5
Web Design Fundamentals	National Progression Award	5
Website Enterprise	National Progression Award	5
Wellness Therapies	National Certificate	6
Woodland Operations	National Progression Award	6
Working with Asylum Seekers and Refugees	National Progression Award	5
Working with Communities	National Certificate	6

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