

Section 1:

Qualification Overview

NCFE Level 3 Award in Understanding the Principles and Practices of Assessment - QAN 501/0888/8

NCFE Level 3 Award in Assessing Competence in the work Environment - QAN 501/0882/7

NCFE Level 3 Award in Assessing Vocationally Related Achievement - QAN 501/0886/4

NCFE Level 3 Certificate in Assessing Vocational Achievement - QAN 501/0885/2

Qualification Overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This Qualification Specification contains everything you need to know about these qualifications and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 3 Qualifications for Assessors.

About this qualification

The NCFE Level 3 Qualifications for Assessors have been accredited by the qualifications regulators for England, Wales and Northern Ireland¹, and are part of the Qualifications and Credit Framework (QCF).

These qualifications are eligible for funding under the Learning and Skills Act 2000 under Section 97. For further guidance on funding, please contact your local funding provider.

¹The qualifications regulators ('regulators') are Ofqual in England, DCELLS in Wales and CCEA in Northern Ireland.

Geographical coverage

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

Things you need to know

NCFE Level 3 Award in Understanding the Principles and Practices of Assessment

- Qualification accreditation number: 501/0888/8
- Aim reference: 50108888
- Guided learning hours (GLH): 24
- QCF level: 3
- Qualification credit value: 3
- Assessment requirements: internally assessed and externally moderated portfolio of evidence

NCFE Level 3 Award in Assessing Competence in the work Environment

- Qualification accreditation number: 501/0882/7
- Aim reference: 50108827
- Guided learning hours (GLH): 54
- QCF level: 3
- Qualification credit value: 9
- Assessment requirements: internally assessed and externally moderated portfolio of evidence

NCFE Level 3 Award in Assessing Vocationally Related Achievement

- Qualification accreditation number: 501/0886/4
- Aim reference: 50108864
- Guided learning hours (GLH): 54
- QCF level: 3
- Qualification credit value: 9
- Assessment requirements: internally assessed and externally moderated portfolio of evidence

NCFE Level 3 Certificate in Assessing Vocational Achievement

- Qualification accreditation number: 501/0885/2
- Aim reference: 50108852
- Guided learning hours (GLH): 84
- QCF level: 3
- Qualification credit value: 15
- Assessment requirements: internally assessed and externally moderated portfolio of evidence

Aims and Objectives of the qualifications

NCFE Level 3 Award in Understanding the Principles and Practices of Assessment

This qualification is intended for those who wish to gain an understanding of the principles and practices of assessment without any requirement to practice as assessors.

NCFE Level 3 Award in Assessing Competence in the Work Environment

This qualification is intended for assessors who assess occupational competence in an individual's work environment. It includes the following assessment methods (although not all of these require performance evidence):

- observation of performance in the work environment
- examining products of work
- questioning the learner
- discussing with the learner
- use of others (witness testimony)
- looking at learner statements
- recognising prior learning

NCFE Level 3 Award in Assessing Vocationally Related Achievement

This qualification is intended for those who assess vocational skills, knowledge and understanding in environments other than the work environment (for example a workshop, classroom or other training environment). It includes the following assessment methods (although not all of these require performance evidence):

- assessment of the learner in simulated environments
- skills tests
- oral and written questions
- assignments
- projects
- case studies
- recognising prior learning

NCFE Level 3 Certificate in Assessing Vocational Achievement

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).

Entry guidance

These qualifications are designed for learners aged 19 and above.

There aren't any specific recommended prior learning requirements for these qualifications, however learners might find it helpful if they've already achieved a Level 2 qualification.

Centres are responsible for ensuring that these qualifications are appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of these qualifications.

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

Achieving the qualifications

These qualifications consist of a mixture of 3 units:

- Unit 01 Understanding the principles and practices of assessment
- Unit 02 Assess occupational competence in the work environment
- Unit 03 Assess vocational skills, knowledge and understanding

NCFE Level 3 Award in Understanding the Principles and Practices of Assessment

Learners are required to successfully complete **Unit 01**.

NCFE Level 3 Award in Assessing Competence in the work Environment

Learners are required to successfully complete **Unit 01** and **Unit 02**.

NCFE Level 3 Award in Assessing Vocationally Related Achievement

Learners are required to successfully complete **Unit 01** and **Unit 03**.

NCFE Level 3 Certificate in Assessing Vocational Achievement

Learners are required to successfully complete all **3** mandatory units.

Learning outcomes and assessment criteria for each unit are provided in Section 3 page 15.

To achieve the NCFE Level 3 Qualifications for Assessors, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria detailed in this Qualification Specification for the relevant units. Grades are not awarded.

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

Progression opportunities

Learners who achieve these qualifications could progress 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
- NCFE Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- NCFE Level 4 Award in Understanding the External Quality Assurance of Assessment Processes and Practice

- NCFE Level 4 Award in Externally Assuring the Quality of Assessment Processes and Practice
- NCFE Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice

Credit Transfer

One of the benefits of the QCF is that learners can transfer credit from one qualification to another. Learners who've already achieved one or more of the units included in these qualifications elsewhere can transfer the credit already achieved. Simply let us know which units are being achieved by credit transfer on the Certificate Claim Form.

Please see www.accreditedqualifications.org.uk for information about the units in these qualifications.

Accreditation and certification end dates

All qualifications on the QCF have accreditation and certification end dates to ensure that qualifications remain current and valid. The accreditation end date is the last date we can register learners on a qualification, and the certification end date is the last date that learners can be certificated.

Learners have up to 3 years after the accreditation end date to complete this qualification and claim their certificate (unless the certification end date passes before the end of the 3 year period). For further information about accreditation and certification end dates please refer to the information about this qualification on our website www.ncfe.org.uk or alternatively you can check the information on the National Database of Accredited Qualifications (NDAQ) www.accreditedqualifications.org.uk

What happens at the end of an accreditation period?

We review qualifications that are near the end of their accreditation period, working with sector representatives to make any changes necessary to meet sector needs and to reflect recent developments. In most cases we'd apply to the regulators for an extension to the accreditation period. If an accreditation period is extended the certification period will also change.

We'll post information relating to changes or extensions to qualifications on our website www.ncfe.org.uk, and centres approved to offer the qualification will be kept updated.

Support for centres

There are a number of documents available that you might find useful. These are available to download from our website www.ncfe.org.uk, or can be requested from the Centre Support team on 0191 239 8000 or by emailing info@ncfe.org.uk.

Centre Support Guide

This explains everything you need to know, from how to apply to become an NCFE-approved centre, to registering your learners, claiming certificates for your learners and everything in between. Centres must seek approval to offer a qualification; only learners from approved centres can be certificated.

Directory of Products and Services

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

Fees and Pricing

Published in the spring for the forthcoming academic year.

Occupational Competence Guidelines

Provides details of qualifications and experience required for Assessors and Internal Moderators/Verifiers of NCFE qualifications and awards.

Training and support

We can provide training sessions for Assessors and Internal Moderators who may not hold the A1 and V1 Assessment and Verification units. Training is also available for portfolio building as well as bespoke subject specific training. For further information please contact our Quality Assurance team on 0191 239 8000.

Resource requirements

There aren't any specific resource requirements for these qualifications.

For staffing resources required for these qualifications, please refer to our Occupational Competence Guidelines, available on our website www.ncfe.org.uk.

Support for learners

Candidate Learning Log (CLL)

This gives information about the qualification and can help learners keep track of their work. CLLs can be downloaded free of charge from www.ncfe.org.uk. Learners don't have to use the CLL, instead you can devise your own materials.

Any materials you produce should allow learners to track their achievement against each required learning outcome and assessment criteria and include:

- information on the content, availability and location of NCFE's procedures and policies
- advice on support mechanisms for learners who are experiencing difficulties with their studies
- a mechanism for Assessors and Internal Moderators to authenticate evidence and achievement for each unit.

Links to National Skills Standards

These qualifications are mapped to the 2004 Key Skills standards. The complete standards and guidance documents are available from QCDA. We've also highlighted where learning opportunities for the Functional Skills qualifications may be found.

These qualifications can be used to develop learners':

- Communication/Literacy/English skills
- Application of Number/Numeracy/Maths skills
- Information and Communication Technology skills

The activities learners carry out whilst completing this qualification could help prepare them for their Basic Skills or Functional Skills assessments.

Section 4 page 29 shows how evidence can be generated for Key Skills through this qualification. The aim has been to target Level 3 Key Skills although work can be designed for other levels, depending on the needs of individual learners or groups.

It's not a mandatory requirement of the NCFE Level 3 Qualifications for Assessors to complete a Key Skills portfolio. However, while completing these qualifications, learners will generate portfolio evidence which could be used towards certain components of a Key Skills qualification.

If a learner wishes to be assessed for a Key Skills qualification, they must complete a portfolio of evidence, as well as achieve the relevant Key Skills external assessment paper before applying for certification.

Once a whole qualification has been assessed and achieved, certification can then be requested.

If a learner wishes to gain a Basic Skills or Functional Skills qualification, they must successfully pass the relevant Basic Skills or Functional Skills assessment.

This section indicates where, within these qualifications, opportunities exist to generate evidence for a Key Skills portfolio, indicating where each piece of evidence is intrinsic or requires some further activity.

NB The information in Section 4 indicates where evidence is likely to occur. It is the Assessor's role to assess the Key Skills evidence against the criteria.

We've also shown in Section 4 where the qualifications present opportunities for learners to gather evidence towards the personal, learning and thinking skills (PLTS) framework.

Section 2:

Assessment and Moderation

Assessment and Moderation

How the qualification is assessed

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

Internal Assessment

The NCFE Level 3 Qualifications for Assessors are internally assessed.

Each candidate is required to create a portfolio of evidence which demonstrates achievement of all learning outcomes and assessment criteria associated with each relevant unit.

Learning outcomes and assessment criteria specify what each candidate has to achieve and are included within Section 3 of this Qualification Specification.

The main pieces of evidence for the portfolio could include:

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

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

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

candidates through the assessment process.

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

The assessment arrangements for these qualifications are in accordance with the criteria set out by the regulatory authorities.

How does moderation work

What is Moderation?

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

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

We do this by:

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

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

If you'd like to know more about the responsibilities of Assessors, Internal and External Moderators please refer to our Centre Support Guide.

Section 3:

Structure and Content

Structure and Content

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

The unit summary provides an overview of each unit including:

- the unit title
- the unit overview
- guided learning hours
- an indication of whether the unit is mandatory or optional
- credit value
- level

Following the unit summary there's detailed information for each unit containing:

- the unit number and title
- learning outcomes (the learner will) and assessment criteria (the learner can)
- suggested types of evidence for internal assessment

The regulators' accredited unit number is indicated in brackets for each unit (eg M/100/7116). However to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document.

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

Unit Summaries

Unit 01

Understanding the principles and practices of assessment

(regulators' unit accreditation no. D/601/5313)

The aim of this unit is to assess the learning and development practitioner's knowledge and understanding of the principles and practices of assessment.

'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.

Guided learning hours: 24

Credit value: 3

Level: 3

This unit is **mandatory for all 4 qualifications**

Unit 02

Assess occupational competence in the work environment

(regulators' unit accreditation no. H/601/5314)

The aim of this unit is to assess a learning and development practitioner's performance in carrying out assessments of occupational competence in a work environment. This unit requires evidence of using the following assessment methods:

- observation of performance in the work environment
- examining products of work
- questioning the learner
- discussing with the learner
- use of others (witness testimony)
- looking at learner statements
- recognising prior learning

'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.

Guided learning hours: 30

Credit value: 6

Level: 3

This unit is **mandatory** for **Level 3 Award in Understanding the Principles and Practices of Assessment** and **Level 3 Award in Assessing Competence in the work Environment**

Unit 03

Assess vocational skills, knowledge and understanding

(regulators' unit accreditation no. F/601/5319)

The aim of this unit is to assess a learning and development practitioner's performance in carrying out the assessment of vocational skills, knowledge and understanding outside of the work environment. Assessment methods include:

- assessments of the learner in simulated environments
- skills tests
- oral and written questions
- assignments
- projects
- case studies
- recognising prior learning

The unit does not require the design of assessments.

'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.

Guided learning hours: 30

Credit value: 6

Level: 3

This unit is **mandatory** for **Level 3 Award in Assessing Vocationally Related Achievement** and **Level 3 Certificate in Assessing Vocational Achievement**

Unit 01 Understanding the principles and practices of assessment (D/601/5313)

The learner will:

1 Understand the principles and requirements of assessment

The learner can:

1.1 Explain the function of assessment in learning and development

1.2 Define the key concepts and principles of assessment

1.3 Explain the responsibilities of the assessor

1.4 Identify the regulations and requirements relevant to the assessment in own area of practice

The learner will:

2 Understand different types of assessment method

The learner can:

2.1 Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners

The learner will:

3 Understand how to plan assessment

The learner can:

3.1 Summarise key factors to consider when planning assessment

3.2 Evaluate the benefits of using a holistic approach to assessment

3.3 Explain how to plan a holistic approach to assessment

3.4 Summarise the types of risks that may be involved in assessment in own area of responsibility

3.5 Explain how to minimise risks through the planning process

The learner will:

4 Understand how to involve learners and others in assessment

The learner can:

4.1 Explain the importance of involving the learner and others in the assessment process

4.2 Summarise types of information that should be made available to learners and others involved in the assessment process

4.3 Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning

4.4 Explain how assessment arrangements can be adapted to meet the needs of individual learners

The learner will:

5 Understand how to make assessment decisions

The learner can:

5.1 Explain how to judge whether evidence is:

- sufficient
- authentic
- current

5.2 Explain how to ensure that assessment decisions are:

- made against specified criteria
- valid
- reliable
- fair

The learner will:

6 Understand quality assurance of the assessment process

The learner can:

6.1 Evaluate the importance of quality assurance in the assessment process

6.2 Summarise quality assurance and standardisation procedures in own area of practice

6.3 Summarise the procedures to follow when there are disputes concerning assessment in own area of practice

The learner will:

7 Understand how to manage information relating to assessment

The learner can:

7.1 Explain the importance of following procedures for the management of information relating to assessment

7.2 Explain how feedback and questioning contribute to the assessment process

The learner will:

8 Understand the legal and good practice requirements in relation to assessment

The learner can:

8.1 Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare

8.2 Explain the contribution that technology can make to the assessment process

8.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment

8.4 Explain the value of reflective practice and continuing professional development in the assessment process

Assessment Guidance – Unit 01

The aim of this unit is to assess the candidates assessor's knowledge and understanding of the principles and practices that underpin assessment.

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated.

Unit 02 Assess occupational competence in the work environment (H/601/5314)

The learner will:

1 Be able to plan the assessment of occupational competence

The learner can:

1.1 Plan assessment of occupational competence based on the following methods:

- observation of performance in the work environment
- examining products of work
- questioning the learner
- discussing with the learner
- use of others (witness testimony)
- looking at learner statements
- recognising prior learning

1.2 Communicate the purpose, requirements and processes of assessing occupational competence to the learner

1.3 Plan the assessment of occupational competence to address learner needs and current achievements

1.4 Identify opportunities for holistic assessment

The learner will:

2 Be able to make assessment decisions about occupational competence

The learner can:

2.1 Use valid, fair and reliable assessment methods including:

- observation of performance
- examining products of work
- questioning the learner
- discussing with the learner

- use of others (witness testimony)
- looking at learner statements
- recognising prior learning

2.2 Make assessment decisions of occupational competence against specified criteria

2.3 Follow standardisation procedures

2.4 Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression

The learner will:

3 Be able to provide required information following the assessment of occupational competence

The learner can:

3.1 Maintain records of the assessment of occupational competence, its outcomes and learner progress

3.2 Make assessment information available to authorised colleagues

3.3 Follow procedures to maintain the confidentiality of assessment information

The learner will:

4 Be able to maintain legal and good practice requirements when assessing occupational competence

The learner can:

4.1 Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare

4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence

4.3 Evaluate own work in carrying out assessments of occupational competence

4.4 Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence

Assessment Guidance - Unit 02

The aim of this unit is to assess the candidate assessor's performance in assessing occupational competence in an individual's work environment. There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be performance evidence for the following assessment methods:

- observation of performance in the work environment
- examining products of work
- questioning the learner

Simulations are not allowed.

- Other forms of evidence will be acceptable for the remaining assessment methods:
- discussing with the learner
- use of others (witness testimony)
- looking at learner statements
- recognising prior learning

The candidate assessor's performance evidence must be assessed by observation, examining the products of work and questioning / discussions.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

There must be evidence of the learner assessor carrying out at least two assessments of 2 candidates' occupational competence (four assessments in total). This occupational competence must not be in assessment itself. In other words, evidence for this unit must not come from assessing another candidate assessor who in turn is assessing someone else.

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated.

Unit 03 Assess vocational skills, knowledge and understanding (F/601/5319)

The learner will:

1 Be able to prepare assessments of vocational skills, knowledge and understanding

The learner can:

1.1 Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including:

- assessments of the learner in simulated environments
- skills tests
- oral and written questions
- assignments
- projects
- case studies
- recognising prior learning

1.2 Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding

1.3 Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners

The learner will:

2 Be able to carry out assessments of vocational skills, knowledge and understanding

The learner can:

2.1 Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements

2.2 Provide support to learners within agreed limitations

2.3 Analyse evidence of learner achievement

2.4 Make assessment decisions relating to vocational skills, knowledge and

understanding against specified criteria

2.5 Follow standardisation procedures

2.6 Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression

The learner will:

3 Be able to provide required information following the assessment of vocational skills, knowledge and understanding

The learner can:

3.1 Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress

3.2 Make assessment information available to authorised colleagues as required

3.3 Follow procedures to maintain the confidentiality of assessment information

The learner will:

4 Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding

The learner can:

4.1 Follow relevant policies, procedures and legislation relating to the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare

4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism

4.3 Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding

4.4 Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding

Assessment Guidance - Unit 03

The aim of this unit is to assess the candidate assessor's performance in assessing vocational skills, knowledge and understanding in environments other than the workplace – for example workshops, classrooms or other training environments. There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be performance evidence for at least three of the following assessment methods:

- assessments of the learner in simulated environments
- skills tests
- oral and written questions
- assignments
- projects
- case studies
- recognising prior learning

Simulations are not allowed.

Other forms of evidence will be acceptable for the remaining assessment methods.

The candidate assessor's performance evidence must be assessed by observation, examining the products of work and questioning/discussions.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

There must be evidence of the candidate assessor carrying out at least 2 assessments of two learners' skills, knowledge and understanding (four assessments in total).

The types of evidence listed above are for guidance purposes only. Within candidates' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated.

Section 4:

Links to National Skills Standards

Links to National Skills Standards

The information below shows where evidence for Key Skills can be gained.

We've also highlighted where learning opportunities for the Key Skills, Basic Skills and Functional Skills qualifications may be found. The activities learners carry out whilst completing these qualifications could help prepare them for their Basic Skills or Functional Skills assessments.

We've also highlighted which of the Personal, Learning and Thinking Skills (PLTS) links into the units of the qualifications.

For further information please contact a member of the Research and Product Development team.

Communication / English	Unit 01, Unit 02 and Unit 03
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Application of Number / Maths	No explicit opportunities to develop this skill
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ICT	Unit 01, Unit 02 and Unit 03
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Working with others	Unit 02 and Unit 03
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Improving own learning and performance	Unit 02 and Unit 03
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Problem solving	Unit 01
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PLTS Independent enquirers	Unit 01 and Unit 02
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PLTS Creative thinkers Unit 01, Unit 02 and Unit 03

PLTS Reflective learners Unit 01, Unit 02 and Unit 03

PLTS Team workers Unit 02

PLTS Self-managers Unit 01, Unit 02 and Unit 03

PLTS Effective participators Unit 02
