

# NATIONAL STANDARDISATION REPORT

## Sub-Sector 14.2

### Context and Purpose

The National Standardisation event focussed on units in sub-sector 14.2 that appear in the Step–Up and Progression (NQF and QCF) qualifications. NOCN has a significant number of units in sub-sector 14.2 Preparation for Work which provided the opportunity to consider units from Entry Level 3 up to Level 2.

The purpose of the National Standardisation event is to ensure that there is consistency in the understanding and application of standards for Preparation for Working Life units, which include a variety of assessment methodologies. The purpose of this is to give confidence in the value of the certificates that learners receive.

### Units Sampled

Samples were from the Step–Up and Progression (NQF and QCF) qualifications from Entry Level 3 to Level 2 as follows:

- Introduction to Preparing for a Recruitment Interview – Entry Level 3
- Preparing for a Recruitment Interview – Level 1 and 2
- Understanding a Work Experience Placement – Entry Level 3
- Work Experience – Level 1 and 2
- Developing Customer Service Skills – Level 1 and 2

Overall the samples considered showed that standards for sub-sector 14.2 are being applied consistently across all OCNs, with clear differentiation between the levels.

### Issues

Many of the NOCN qualifications are currently being migrated from the National Qualifications Framework (NQF) to the Qualifications and Credit Framework (QCF). This means that there may be an overlap with the qualifications appearing in both frameworks, for example the Progression qualifications.

The level descriptors for NQF and QCF are very similar, but are set out under two different sets of headings:

- NQF – Level, Intellectual Skills and Attributes, Processes, Accountability
- QCF – Level, Summary, Knowledge and understanding, Application and action, Autonomy and accountability.

The QCF Level Descriptors are set out clearly and logically and provide more in-depth information than the NQF ones. From a standardisation perspective, if centres are running qualifications that appear in both frameworks concurrently they need to be aware of both sets of level descriptors to ensure units are assessed against the correct framework standards.

A diverse range of evidence is welcome; however the learning materials were not always appropriate to the level of the learners.

When considering the samples received for the event, some concerns were raised about the assessment tasks set by centres not supporting learners to achieve the assessment criteria in full.

Not all evidence was mapped to the assessment criteria.

### **Good Practice**

The following were agreed as appropriate ways to generate evidence for the units sampled:

- Gapped handouts and worksheets at lower levels
- Space for learners to write free text at higher levels
- Diary for reflection at higher levels
- Structured and unstructured activities (depending on the level of the unit)

### **Recommendations**

Centres that run qualifications which appear in both the NQF and QCF concurrently need to be aware of the level descriptors for both frameworks to ensure units are assessed against the correct framework standards. For more information for guidance, please contact your OCN.

### **Actions**

- Learning materials must be appropriate to the level of the learners.
- Assessment tasks set by centres must clearly provide learners with the opportunity to achieve the assessment criteria in full.
- Assessment evidence needs to be clearly mapped to the assessment criteria.
- Resources need to be appropriate to the level, learning outcomes and assessment criteria for the unit.

If you would like any further information or guidance with any of the issues raised in this report, please contact your OCN.